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Two surveys were made to find out (1) What personal characteristics, knowledge, and skills are needed for competency in distribution-type jobs, (2) How much classroom time these topics need, and (3) Where they should be taught. One survey consisted of personal interviews with businessmen to determine the knowledge, skills, and personal characteristics which are important to distribution employees in their jobs. It covered a stratified random sample of 250 marketing firms in the State of Washington. The second survey was a complete census of 96 teacher-coordinators in high school, community college, and vocational-technical distributive education programs in the State of Washington. The coordinators made judgements regarding the number of classroom hours needed to teach the subject matter investigated in the business survey and where it should be taught. The study revealed seven areas of greatest importance: (1) job knowledge, (2) human relations, (3) personal characteristics, (4) communications, (5) mathematics, (6) salesmanships, and (7) business management. Recommendations included the following suggestions for distributive education curriculums: cooperative programs and instruction in human relations, communications, mathematics, salesmanship, management, and personal development. Volume II is available as VT 007 953. (MU)

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Relative Importance and Preparation for Distributive Education Subject Areas

Volume I of II Volumes

January 1968

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Charles E. Peck, Principal Investigator
F. L. Denman, Co-Investigator

University of Washington
Seattle, Washington

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Dr. Charles E. Peck
Principal Investigator

Dr. F. L. Denman
Co-Investigator

SUMMARY

This report is an outgrowth of the Vocational Act of 1963. Before that time, curriculum development and instructional procedures had been approached from the viewpoint of assisting the employed worker to increase his job efficiency and to develop his potential ability. The 1963 Act permits and encourages pre-employment instruction which is radically different and which calls for a new approach to curriculum planning. To supply educators with basic information needed to devise improved instructional programs for career training in distribution and marketing, the authors found out what is important for marketing and distribution employees to know at the operating level, where they should learn it, and how long it takes to teach it to them.

The purpose of this study is to find out:

1. What personal characteristics, knowledge, and skills that employees in marketing and distribution-type jobs should have to perform effectively on the job.
2. How many classroom hours it would take to teach the requisite topics.
3. Where those topics could most effectively be taught.

The specific objectives to accomplish this purpose were to discover:

1. What knowledge and skills are most important for performance of marketing and distribution jobs.
2. What personal characteristics are most important for continuing employment in marketing and distribution jobs.
3. How these items (knowledge, skills, and personal characteristics) differ between supervisors and non-supervisors in importance and preparation.
4. Whether employers and employees agree or disagree about the importance and preparation of these items.
5. How many classroom hours it would take to teach specific knowledge and skill items.
6. Which of the knowledge and skill items should be taught on the job and which should be taught in school.
7. Which of the personal characteristics could be taught in school.
8. Where is the best place for personal characteristics to be learned.

This study accomplished its objectives through 2 surveys; one consisted of personal interviews with businessmen, and the other was a mail questionnaire to D. E. teacher-coordinators. The business survey was designed to determine the knowledge, skills, and personal characteristics which are important to marketing and distribution employees in their jobs. It covered a stratified random sample of 250 business firms involved in marketing and distribution in the State of Washington.

The second survey was a complete census of 96 teacher-coordinators in high school, community college, and vocational-technical distributive education programs in the State of Washington. The coordinators made judgments regarding the number of classroom hours needed to teach the same subject matter investigated in the business survey and regarding where that subject matter should be taught.

The study revealed 7 areas of greatest importance in marketing and distribution jobs - job or product knowledge, human relations, personal characteristics, communications, mathematics, salesmanship, and internal organization and planning. Also there were 4 areas of least importance - marketing (excluding salesmanship), machines of business, economics, and bookkeeping and accounting. The results and other apsects of the study led to the following recommendations:

1. Specialized job, product, or service instruction should be provided by distributive education extension programs wherever the demand is sufficient to support such instruction.
2. Because of the extreme importance of specialized job or product knowledge and because of the importance of work experience in hiring and promotion, cooperative programs should continue to be part of the distributive education curriculum.
3. The distributive education curriculum should include instruction in human relations, as defined in this study.
4. Distributive education students should be made aware of those personal characteristics (cited in the study) which will be most important to their careers, and the distributive education curriculum should do whatever it can to prepare its students in these characteristics.
5. The distributive education program should insure that the students obtain a thorough grounding in the mechanical and receiving aspects of communications, as they are defined in this study.
6. The distributive education curriculum should include in the distributive education classroom both instruction and drill in the thought-transference aspects of communications, as they are defined in this study.

7. Distributive education students should obtain a thorough grounding in mathematics; but only those aspects concerning mental arithmetic capability, business arithmetic, and making change should be taught in the distributive education classroom.
8. Careful and complete instruction in salesmanship should be provided in the distributive education classroom.
9. The distributive education classroom should provide instruction in the internal organizational relationships of firms and in company and departmental planning.
10. The United States Department of Labor, Manpower Administration, Dictionary of Occupational Titles, should be the basis for defining distributive education--not the Standard Industrial Classification Manual.
11. To evaluate the effectiveness of existing distributive education programs, each state should conduct a survey of graduates of distributive education programs and of their employers to learn what they perceive to be the strengths and weaknesses of distributive education graduates' educational background.

INTRODUCTION

Vocational distributive educators have long been concerned with increasing the opportunities for education and training in distribution for youth in secondary schools and for both youth and adults in post-secondary educational institutions. The enactment of the Vocational Act of 1963 has intensified this concern; it has also re-emphasized the need to provide complete programs of continuing education in major facets of distribution and to make these programs available to all students, including those with cultural and socio-economic handicaps.

While strong distributive education programs have been in operation for over 20 years, curriculum development and instructional procedures have been approached from the viewpoint of assisting the employed worker to increase his job efficiency and to develop his potential abilities. The 1963 Act permits and encourages pre-employment instruction which is radically different and which calls for a new approach to curriculum planning. Since occupational opportunities are growing faster in distribution and services than in other economic activities, and since unemployment is high among the youth leaving secondary schools, the authors of this report undertook this study to make available information needed to improve education for distribution in all appropriate educational institutions. The information and data needed are those which educators can use to devise instructional programs--beginning early in the secondary schools and continuing in the adult institutions--for career training in distribution and marketing for any student whose occupational goal lies within the distribution or service areas.

Purpose

The purpose of this study is to find out:

1. What personal characteristics, knowledge, and skills that employees in marketing and distribution-type jobs should have to perform effectively on the job.
2. How many classroom hours it would take to teach the requisite topics.
3. Where those topics could most effectively be taught.

Thus, the focus of the study is on the economic function of distribution and the kinds of knowledge and types of technical skills needed for adequate performance in distributive jobs, and is not concerned with specific job duties, descriptions, or analyses.

Objectives

The specific objectives to accomplish the purpose set forth on the previous page are to discover:

1. What knowledge and skills are most important for performance of marketing and distribution jobs.
2. What personal characteristics are most important for continuing employment in marketing and distribution jobs.
3. How these items (knowledge, skills, personal characteristics) differ between supervisors and non-supervisors in importance and preparation.
4. Whether employers and employees agree or disagree about the importance and preparation of these items.
5. How many classroom hours it would take to teach specific knowledge and skill items.
6. Which of the knowledge and skill items should be taught on-the-job and which should be taught in school.
7. Which of the personal characteristics could be taught in school.
8. Where is the best place for personal characteristics to be learned.

Significance

If curriculum designers for secondary and post-secondary distributive education programs have information which identify the technical competence and the disciplined understanding of distribution topics required to perform in distributive occupations, they can isolate significant ideas, concepts, principles and generalizations which will provide a basis for the development of curricula and programs of study in that area. Such information would identify knowledge of the relative levels of preparation in those topics. Being mindful of the mobility of the work force in today's labor market, educators are concerned about the need to teach that which is basic for technical competence in this occupational area. That is the principal significance of this study. In addition, the identification of basic concepts and skills is important to educators who see the need for career program planning which reaches beyond specific job training.

The study cannot be interpreted as reflecting upon or as an evaluation of presently existing secondary and post-secondary distributive education programs. It accomplished its objectives through questionnaires which asked about the present labor force's preparation both in knowledge and skills and in personal characteristics. This preparation is the result of the entire environment of the society in which the current labor force has developed. It cannot be attributed solely or probably even in significant part to presently existing distributive education programs. The study is useful only to the degree that secondary and post-secondary distributive education programs could, in some small way, affect the preparation of the current labor force or, in a more substantial way, prepare their own graduates to perform better in present day marketing and distribution jobs.

Although the business surveys involved in this study were conducted entirely in firms located in or doing business within the State of Washington, they were conducted in a sample of firms which is proportional to United States employment in the list of Standard Industrial Classifications from which they were drawn. For this reason, the investigators firmly believe that the results of the business survey are applicable to the United States at large and that this study does, in fact, tell distributive education and mid-management curriculum designers throughout the nation what the business community perceives to be the most important items of knowledge, skills, and personal characteristics for employees in marketing and distribution jobs. The investigators began with this hypothesis; and having now conducted several hundred interviews, they are more than ever convinced that the set of items which businessmen would indicate as being most important would not vary significantly from region to region within the United States. Obviously, such a conclusion must be regarded as a tentative one until such time as further studies can be performed to confirm it.

In opposition to their feeling about applicability of the business surveys, the investigators feel that results of the teacher-coordinator survey could depend in an important way upon the administrative and educational philosophy of the region in which the survey was conducted. Therefore, the investigators make no claim about the applicability to the other parts of the nation of the teacher-coordinators judgments. For that reason, they have designed--and plan to conduct in the autumn of 1967--a supplemental study of teacher-coordinators selected at random from a nationwide list in order to: 1. verify the results of the survey recorded here and 2. to discover teacher-coordinators feelings about how well prepared they are to teach the list of items that are most important to employees in marketing and distribution jobs. The results of that study will constitute Volume 2 of this report.

Plan of Presentation

This volume first explains the methodology used to collect the data that serve as a basic for the findings, and then presents the highlights of the findings. This is followed by the discussion which pulls together these findings through interpretation and analysis. Finally, the conclusions and recommendations concentrate on curriculum development within the discipline of distribution. The appendix contains tables that supplement the text.

METHOD

This study accomplished its objectives through 2 surveys -- one to businessmen and the other to teachers.

The business survey was designed to determine the knowledge and skills as well as the personal characteristics which are important to marketing and distribution employees in their jobs. It employed personal interviews to obtain maximum cooperation from businessmen, and it covered a stratified random sample of business firms in the following 2 digit Standard Industrial Classification groups in the State of Washington.

RETAIL TRADE
52 Building Materials, Hardware and Farm Equipment
53 General Merchandise
54 Food
55 Automotive Dealers and Gasoline Service Stations
56 Apparel and Accessories
57 Furniture, Home Furnishings, and Equipment
58 Eating and Drinking Places
59 Miscellaneous Retail Stores

50 WHOLESALE TRADE

SERVICES TRADE
70 Hotels, Rooming Houses, Camps, and Other Lodging Places
72 Personal Services
73 Miscellaneous Business Services
75 Automobile Repair, Automobile Services and Garages
79 Amusement and Recreation Services except Motion Pictures

TRANSPORTATION AND PUBLIC UTILITIES
41 Local and Suburban Transit and Interurban Passenger Transportation
42 Motor Freight Transportation and Warehousing
48 Communication
49 Electric, Gas and Sanitary Services

FINANCE, INSURANCE AND REAL ESTATE
60 Banking
63 Insurance Carriers
65 Real Estate

The study employed this list of SIC's because the Washington State Director of Distributive Education and the Supervisor of Distributive Education for the Seattle Public Schools both indicated that these classification groups best defined the field of Distributive Education.

Within these SIC groups, the survey covered the following 4 populations, and each population had its own questionnaire:

1. Owners, managers or personnel managers most directly involved with the hiring of non-supervisory employees.
2. Owners, managers, or personnel managers most directly involved with the hiring or promoting of supervisors. (Populations 1 and 2 usually turned out to be embodied in the same person.)
3. All non-supervisory employees in marketing and distribution jobs.
4. All supervisors of persons in marketing and distribution type jobs.

The study questioned the first 2 populations to get a measure of employer opinion and the last 2 to obtain a measure of employee opinion.

The second survey was a complete census of teacher-coordinators in high school, community college, and vocational-technical distributive education programs in the State of Washington. It was a mail survey, because special interest groups such as this one usually respond well; and there was no reason to believe that this population would behave differently. The survey divided teacher-coordinators into 2 sub-populations:

1. All those in high school distributive education programs.
2. All those in the community college or vocational-technical school distributive education program commonly referred to as "mid-management" in the State of Washington.

The teacher-coordinators were asked to make judgments regarding the number of classroom hours needed to teach the same subject matter investigated in the business survey, and the extent to which personal characteristics could be taught in the classroom.

Thus, the 2 surveys together show what is important for marketing and distribution employees to know, where they should learn it, and how long it takes to teach it to them.

Business Survey

The business survey directed owner, manager, and personnel manager respondents to consider only their employees in marketing and distribution jobs, as they themselves defined these jobs.

In the case of supervisors and non-supervisors, the questionnaire directed the respondent to think of his own job. Since these interviews were all conducted with employees designated by the employer, they all came from jobs which the employers themselves define as marketing and distribution.

This survey also directed employer respondents to think of these marketing and distribution employees as a group -- not to think of a particular average or a representative individual. Employees were directed to think just of the requirements of their own job, not of another job they had held or of some other person's job.

Instrument Design

The questionnaire for each of the 4 businessmen groups contained the same listing of knowledge, skills, and personal characteristics, but differed slightly in other ways so as to conform to the specific groups involved. Each questionnaire consisted:

1. Partly of structured questions which permitted fairly precise comparisons among the 4 populations.
2. Partly of unstructured questions which permitted the respondents to talk in their own words about subject matter and personal characteristics relevant to marketing and distribution type jobs.
3. Partly of supplementary and classification questions.

The structured portion of the questionnaire asked the respondent to score a list of subject matter items on 2 semantic differential scales. One of these scales concerned the importance of an item; the other, how well employees were prepared in it.[1] The interviewer supplied each respondent with a card[2] on which each of the scales was printed; thus with the scale in front of him during the entire interview, the respondent could concentrate on the scoring of 1 through 9. Because the survey intended to measure each respondent's perception of importance and preparation of each skill, knowledge, or personal characteristics in his own terms, the interviewer did not supply a definition of either word.

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[1] Employees were not asked about their own preparation in personal characteristics, because it was felt their personal involvement would prevent objective evaluations.

[2] See page 147 in Appendix for sample of card used to rate subject matter items.

But if the interviewer was asked the meaning of importance or preparation (this happened on only 1 or 2 occasions), he replied, "importance to you" or "preparation for you."

Because it seemed unlikely that a respondent would be aware of preparation levels of skills, knowledge, or personal characteristics which he thought were of only average importance or less (score of 5 or less), he was asked to score an item on preparation only if he had scored that item 6 or higher on the importance scale. As a result, many of the preparation items were scored by only a few respondents. The interviewer obtained the importance score for an item first, then the preparation score, if it was called for, before going to the next item.

The unstructured questions asked the respondent to answer in his own words about importance and preparation regarding both the knowledge and skill requirements and the personal characteristics. Interviewers probed once on each unstructured question. Finally, the supplementary questions dealt with miscellaneous supporting matters which are discussed in later sections.

The study committee was obliged to divide the field of distributive education into an arbitrary list of subject matter items and personal characteristics, because no such list has general acceptance. This it did through a "construct, feedback, and revise" procedure which began with a search of the relevant literature and a common-sense listing of the most reasonable looking topics. This list was criticized by the Washington State Director of Distributive Education, by 3 supervisors on his staff, by 2 outside consultants (one a Ph. D in Psychology and another a Ph. D in Education), by the Supervisor of Distributive Education for the Seattle Public Schools, and by 2 distributive education teacher-coordinators. Their comments, plus the comments of employers and employees contacted during the various tests of the questionnaires over a period of approximately 3 months, resulted in the final list of items. That list appears on the sample questionnaires on pages 148 through 185 in the Appendix.

The investigators classified the list into general subject areas which are also arbitrary, and some of the findings are presented in terms of those general areas. The reader may or may not agree with the choice of name for a given area or choice of items for it, but it seemed important to attempt some general inferences from the data.

Three successive revisions of the 4 questionnaires were each field tested, and the information gained thereby was incorporated into the final questionnaires before the field interviewing began.

Sample Design

The sample frame for the study consisted of the Washington State Department of Employment Security list of all firms in the State of Washington in the relevant SIC's.[1] As the table[2] on the next page shows, this list was stratified by SIC and by size of firm and a sample of 250 firms was drawn randomly from the strata.[3] The number of firms in the sample in each SIC is proportional to United States employment in that SIC as reported in the U.S. Department of Commerce, Bureau of the Census, Current Business Patterns for 1964, which was the most current information available at the time the sample was drawn. Similarly the number of large and small firms within each SIC group is proportional to United States employment in firms of that size as reported by the same source. For this study, a "large" firm is one that has 8 or more employees; a small firm is one with 7 employees or less. This definition of large and small firms was chosen for 2 reasons: it was hypothesized that firms beginning with 8 employees would probably need supervisors; also the Census (and, thus, the available list of firms) uses this demarcation to differentiate large from small firms.

The reason for having the number of firms proportional to United States employment by firm size and by SIC is to have the sample represent as nearly as possible a cross section of the types of businesses found in the United States as a whole, rather than to have it represent a cross section of the kinds of businesses found in the State of Washington.

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[1] This arrangement results in a deviation from the desired universe in 2 cases. The first of these results from the fact that commission salesmen may elect not to be covered by unemployment insurance; thus a few firms in SIC groups 60, 63, and 65 may not have been included in the list. The other deviation occurs because railroads do not appear on the list. The correction of these deviations would not have added significantly to the study; therefore, they were ignored.

[2] Table 1 shows in Columns 1 and 2 respectively the number of persons employed in the U. S. in each SIC and the percent that number is of total U. S. employment in the SIC's covered by this study; Column 3, the percent of employment of small firms for each SIC; Column 4, how the 250 sample firms were divided proportionally among the SIC's; Column 5, the number of small firms included in the sample for each SIC; Column 6, the number of large firms.

[3] A map showing the location of each firm is shown in the Appendix on page 186.

Table 1 U. S. Employment and Sample Proportions for SIC Groups Investigated

SIC	INDUSTRY (Type of Firm)	U. S. Employment			Sample (250 firms)		
		1	2	3	4	5	6
		Number	Percent of Total	Percent in Small Firms	Total Firms (Col 2 x 250)	Small Firms (Col 3 x Col 4)	Large Firms (Col 4 - Col 5)
...	RETAIL TRADE	8354834	43.1	26.4	108	26	82
52	Building Materials, Hardware and Farm Equip.	406770	2.1	34.5	5	2	3
53	General Merchandise	1605184	8.3	6.4	21	1	20
54	Food	1302286	6.7	22.2	16	3	13
55	Automotive dealers and Service stations	1305727	6.7	36.1	16	6	10
56	Apparel and Accessories	654067	3.4	29.5	9	2	7
57	Furniture and House Furnishings and Equip.	349161	1.8	40.0	5	1	4
58	Eating and Drinking Places	1750877	9.0	28.8	22	6	16
59	Miscellaneous Retail Stores	980762	5.1	43.2	14	5	9
50	WHOLESALE TRADE	3189795	16.4	18.3	41	7	34
...	SERVICE TRADE	3129862	16.2	25.2	40	8	32
70	Hotels, Rooming Houses, Lodging Places	614797	3.2	15.7	8	1	7
72	Personal Services	929471	4.8	39.0	12	4	11
73	Miscellaneous Business Services	941827	4.9	14.3	12	1	11
75	Automobile Repair, Service and Garages	295817	1.5	46.8	4	1	3
79	Amusement and Recreation Service	347950	1.8	21.6	4	1	3
	TRANSPORTATION AND PUBLIC UTILITIES	2559747	13.2	7.2	33	2	31
41	Local and Suburban Passenger Transportation	291304	1.5	8.2	4	1	3
42	Motor Freight Transportation-Warehousing	853993	4.4	15.2	11	1	10
48	Communication	828403	4.3	2.1	10	0	10
49	Electric, Gas and Sanitary Service	586047	3.0	2.2	8	0	8
...	FINANCE, INSURANCE AND REAL ESTATE	2177552	11.2	15.1	28	4	24
60	Banking	742498	3.8	3.1	9	0	9
63	Insurance Carriers	864361	4.5	4.5	11	0	11
65	Real Estate	570693	2.9	47.6	8	4	4
	Totals	19411790	100.1		250	47	203

In each firm in the sample, the interviewer selected as the person to whom he would administer the employer questionnaires that person most directly connected with hiring non-supervisory employees and with hiring or promoting supervisory employees. As expected, in only 1 or 2 cases was the person interviewed about non-supervisors different from the person interviewed about supervisors.

For the employee interviews, the interviewer specified a supervisor with 1 to 5 years experience and under age 30 and a non-supervisor with 6 months to 2 years experience and under 25 years of age. The purpose behind using these age ranges and job tenures was to interview those individuals who were on the job long enough to know its requirements and who were young enough to recall the impact of their own formal education. The intent was to have the interviewer ask the employer to list the persons who met these specifications and allow the interviewer to pick the respondent at random. In practice, the specifications usually narrowed the choices so sharply that a list was unnecessary. In many cases, it was necessary to modify the specifications to find a respondent at all, and in most of the remaining cases, the employer was forced to select the respondent in order to find one who was available and who met the specifications. Thus, on one hand the intended randomness of selection of respondents within firms was slightly impaired; on the other the universe of respondents was more precisely defined. The redefinition greatly improved the results of the study, and the impairment was so slight as to be negligible.

Field Procedure

The faculty investigators themselves did only a limited amount of interviewing. The bulk of the interviews were completed between August and December of 1966 by 4 Doctor of Business Administration candidates, one State Supervisor of Distributive Education on leave, and one teacher-coordinator of distributive education. Most of these men had some experience in interviewing; all of them were mature, poised individuals who had substantial experience in interpersonal relations, and were thoroughly aware of the need for objectivity. Each of them was tutored individually in interviewing techniques by one of the investigators; each received a field demonstration and conducted several practice interviews in firms on a separate test-and-trial list before beginning his field work.

Each interviewer's field work was spot-checked by telephone in order to verify that he was complying with his field instructions and fully completing all his interviews. Therefore, the results of this survey are based upon field interviews which were competently and objectively performed and do not represent interviewer bias to any important degree.

Each firm in the sample was alerted to the study by a personal letter from the Dean of the Graduate School of Business Administration at the University of Washington, and was contacted by telephone in advance by one of the investigators to introduce the interviewer by name and to set an appointment for him to conduct his interviews at a specific time.

Because both the employer interviews were almost always conducted with the same person, each interviewer began approximately one half of his employer interviews with the questionnaire concerning non-supervisory employees and the other half with the questionnaire concerning supervisory employees. This procedure helped to avoid bias which might have resulted had this alternating not taken place. The employer interviews, since they required the completion of 2 questionnaires, usually ranged in length from 75 to 90 minutes. The interviews with each non-supervisor and with each supervisor lasted from 30 to 40 minutes. In none of these interviews were the interviewers able to detect any significant fatigue; respondents remained alert, attentive, and genuinely interested and concerned throughout the entire interviewing process. Interviewers offered employers a break by inserting the employees between their first and second interviews. In most cases, they declined this option and completed both questionnaires in one sitting.

In no instance were the interviewers concerned that an employer was not giving his true, considered opinion in response to the questions. And in only a very few instances were they suspicious that employees were responding in the way they thought they ought to respond rather than as they really felt or believed. In these few cases, the result was simply to bias the importance and preparation scores upwards; their responses were left in the final tabulation, because there was no reason to suspect that the final ranking scores, in which the study was primarily interested, would be significantly impaired by them. Some respondents had difficulty selecting a specific number on the scale and replied with 2 numbers. For example, they would say "Oh 7 or 8." The interviewer's instructions were to record the lower number in such cases.

Once the respondent became familiar with the interviewing procedure, it was possible for the interviewer to go from one item to the next without rereading the entire importance or preparation question. Whenever he felt the respondent was getting a little off the track or shifting his meanings somewhat, he reread the entire question. In addition, the interviewer reread the entire importance and preparation question at 2 points in the interview, and he frequently repeated the key words in the question in order to keep the respondent's memory refreshed as to the intent of the question.

As noted earlier, the respondent was instructed to think of his marketing and distribution people as a group. However, for certain items in the list, a respondent would occasionally indicate that his answer would depend upon which particular group of marketing and distribution employees he was considering. These instances were called "splits"; and when they occurred, the interviewer instructed the respondent to think of the group which was youngest or which had the least job experience. As soon as the respondent had answered, the interviewer again instructed him to think of his marketing and distribution people as a group. Whenever the respondent split, the interviewer handled the situation in exactly the same way.

On several occasions the respondent asked the interviewer to define one of the items in the list. In such cases, the interviewer merely instructed the respondent to think of the term in the way he usually used it. If the respondent was still unsatisfied, the interviewer gave a general definition of the item and then immediately repeated the question. On the rare occasions when the respondent insisted on a further definition, the interviewer repeated the general definition until the respondent accepted it and replied to the best of his ability. In no case did the interviewer provide a specific definition for any of the items listed. This means that each respondent replied in his own frame of reference and used whatever definition he normally gives to the term listed.

Tabulation and Analysis

Two Doctor of Business Administration candidates following careful instructions and under close supervision by the project investigators edited all the structured questions for coding and key punching on data cards for processing by computer. For unstructured questions they edited and classified responses into classes established by the investigators. They then coded all answers according to class for key punching. Tables   to in the Appendix contain a description of all the unstructured question classes and a complete listing of the comments which make-up these classes.

An experienced systems analyst and computer programmer wrote the tabulation and analysis programs under the supervision of the investigators. The University of Washington computer center processed all the data using these programs. The result was a complete listing of the mean score for each item and a ranking of all items by that score. Almost all the inferences in this study are drawn from these rankings according to mean score rather than from the mean scores themselves. What the study gives then is a measure of relative importance and relative preparation--not a measure of absolute preparation.

Inferences based on the mean scores themselves would be inappropriate in this study, because the semantic scales used by the respondents to score the various items have never been validated as measures of the *amount* of importance or the *amount* of preparation and are therefore only useful as *relative* measures. In addition, the only items which appeared on the questionnaire are items which some responsible person perceived as being important; therefore, the goal of this study is to determine the *relative* standing of a number of items of already acknowledged importance. Items that had identical mean scores were given identical ranks and enough subsequent rank positions were then skipped to account for the number of ties in that position.

Teacher-Coordinator Survey

The teacher-coordinator survey complements the 4 businessmen's surveys. The employers and employees revealed the importance of specific knowledge and skills and personal characteristics in marketing and distribution jobs. The teachers, on the other hand, estimated the length of time to teach this same subject matter and the place(s) where the student can acquire or develop the characteristics.

Instrument Design

This survey was designed to obtain the professional judgment of teacher-coordinators as to:

1. The amount of classroom time that would be necessary to give secondary and post-secondary distributive education students various levels of competence in each of the same list of items investigated in the business survey.

2. The place(s) where the distributive education or mid-management student should learn these items.

Although the amount which a student can learn is affected by his teacher, his ability, and the amount of time he devotes to the subject, this survey reports judgments about the amount of time and eliminates competency of the teacher and the ability of the student by averaging the responses of a large number of teachers and by asking the teachers to concentrate on *average students as a group*.

The levels of competence were specified by three statements:

1. The lowest level--"A general notion of the subject."
2. The middle level--"Sufficient knowledge to be able to talk intelligently about the subject and to understand instructions in it."

3. The highest level--"Sufficient knowledge to be able to understand the subject thoroughly and to apply or use it without assistance in the usual beginning work situation."

The list of items for knowledge and skills was identical to the list used on the business survey. However, the results of the unstructured questions on the business survey led to an extension of the list of personal characteristics in the teacher-coordinator survey.

Teacher-coordinators were asked to record their judgments as to the number of classroom hours it would take to get their average students to each of 3 levels of competence for each of the knowledge and skill items in which they had actual classroom teaching experience and only for those items. They were asked to skip the items in which they had no teaching experience. For personal characteristics items, they were asked to make the requested judgments regardless of experience, because there were no hour judgments involved, and because at present almost none of the items are taught as formal topics in the classroom anyway.

Field testing of the questionnaire by personal interviews led to modification and clarification of certain items, and a subsequent test by mail led to additional modifications which were incorporated into the final instrument. A sample of the questionnaire, including the expanded list of Personal Characteristics items, appears on pages 187 through 195 in the Appendix.

Universe Description

The Washington State Director of Distributive Education supplied a complete list of all distributive education teacher-coordinators and supervisors in the state of Washington. Each person identified on that list as a teacher-coordinator received a questionnaire. Those identified as supervisors did not. This resulted in a total mailing of 96 questionnaires. Thus, this survey was a complete census of all distributive education teacher-coordinators in the State of Washington.

Field Procedure

Most of the respondents had been alerted to this survey through an earlier state-wide meeting and through various formal and informal communications over the preceding 4 to 5 months. Ten days after the initial mailing, a second mailing went out to each of the non-respondents; and after an additional 10 days, the remaining non-respondents -- about 25 -- received a personal telephone call.

Tabulation and Analysis

The same 2 Doctor of Business Administration candidates who edited the business questionnaires also edited the questionnaires in this teacher-coordinator survey.

There were 3 important inconsistencies which were corrected during the editing.

1. Since the study was only interested in the hour judgments of teacher-coordinators who had taught the specific items of knowledge or skill, the editors deleted the hour judgments for those teacher-coordinators who had recorded such judgments and then indicated that they had never taught the item in question.

2. As mentioned earlier, the respondents were asked to judge the number of hours for 3 levels of understanding. The survey intended that the lowest level be less difficult and thus require less time than the other levels. If a respondent indicated just the opposite--that it took more time to get a general notion of the topic (lowest level) than to gain the ability to talk about it and take instructions in it (second level)--the editors discarded their answers to the more difficult levels but retained their answers to the lowest level.

3. In spite of the investigators original belief that only one place could possibly be the "best" place to teach a particular personal characteristic, and in spite of a specific admonition that respondents were to circle only one place as being best, several of them circled more than one. In such cases the editors deleted the "best place" responses.

Computer data cards were punched directly from the questionnaires using a set of key punch instructions supplied by the computer programmer. The data was processed by the University of Washington Computer Center using a program written by the programmer according to the specifications of the project investigators.

RESULTS

This section presents those findings of the business and teacher-coordinator surveys which are important to, or necessary for, the accomplishment of the major purposes and objectives set forth in the Introduction. The next section--Discussion--pulls together these findings through interpretation and analysis. Supplementary findings and detailed supporting data for the major findings are in the Appendix.

The findings are organized in 2 divisions--one relating to the business surveys and the other to the teacher-coordinator survey. The business surveys division presents:

1. Response rate data. (Data about the businessmen themselves and their firms are in Table 25 on pages 196 through 198 in the Appendix.)
2. Data on the importance of, and preparation in, knowledge and skill items and or personal characteristics.
3. Results of open-end questions.

The teacher-coordinator survey division presents (first for high school programs and then for mid-management programs):

1. Response rate data. (Data about the teachers themselves and their schools are in Table 26 on pages 199 and 200 in the Appendix.)
2. Judgments regarding the length of time required to reach each of 3 levels of proficiency in the same skills and knowledge evaluated by the businessmen.
3. Judgments regarding the places where personal characteristics can be taught or developed.

The findings in this section appear in a series of tables. An explanation of how to use these tables and what they show appears in a footnote on the page just preceding each table. In the business survey tables, there are generally 4 column headings of interest; these refer to the following 4 groups sampled:

1. Employers responding with respect to their supervisory employees.
2. Employers responding with respect to their non-supervisory employees.
3. Supervisory employees responding about themselves.
4. Non-supervisory employees responding about themselves.

These headings do not always appear in the same order in each table, and the reader should be aware that the columns for these 4 groups are labeled as follows:

1. Employers about supervisors
2. Employers about non-supervisors
3. Supervisors
4. Non-supervisors

Also the business survey division includes correlation tables which permit a comparison of the relative agreement between the 4 responding groups on their answers to each question. The use of one of these tables is illustrated on page ; the use of the others is identical to that one.

Business Surveys

Response Rate

Table 2 on page 22 shows the cooperation received from the sample of 250 firms. At least one interview was completed in 221 of these firms. The table lists them by SIC group and by size and gives the reasons for non-response for the 29 firms in which interviews could not be made. Because of scheduling problems, it was not always possible to complete all the interviews which would have been appropriate in a given firm. This accounts for the discrepency between the 221 firms in which at least one interview was completed, and only 213 completed interviews of employers shown at the bottom of the table. It is worth noting that 14 firms in the sample indicated that they had no marketing or distribution employees and that 2 firms no longer existed. Consequently the sample was actually 234 firms; thus, there were interviews in 94 percent of the firms in the true sample.

The reason that there were only 138 interviews completed concerning supervisors is that 22 percent of the large-firm respondents had no employees they considered to be supervisors of marketing and distribution-type employees, and that 75 percent of the small-firm respondents had no such person. The investigators were not surprised by the number of small firms without a supervisor, but had anticipated that a substantially larger proportion of the large firms would have some person designated as a supervisor of marketing and distribution-type employees.

Knowledge and Skills

Importance and Preparation. Both employers and employees (supervisors and non-supervisors) scored human relations and

Table 2 Response Rate for Business Survey

SIC	NUMBER OF FIRMS IN SAMPLE			NUMBER OF FIRMS IN WHICH INTERVIEWS WERE COMPLETED		
	Large	Small	Total	Large	Small	Total
RETAIL GROUPS						
52 Building materials	3	2	5	3	2	5
53 General mdse.	20	1	21	18	1	19
54 Food	13	3	16	12	2	14
55 Auto dealers	10	6	16	8	4	12
56 Apparel	7	2	9	7	2	9
57 Furniture	4	1	5	3	1	4
58 Eating places	16	6	22	12	4	16
59 Miscellaneous	9	5	14	9	4	13
50 WHOLESALE TRADE	34	7	41	31	7	38
SERVICE TRADE						
70 Hotels	7	1	8	6	1	7
72 Personal services	8	4	12	7	4	11
73 Misc. business services	11	1	12	9	1	10
75 Auto repair	3	1	4	2	0	2
79 Amusement	3	1	4	3	1	4
TRANSPORTATION AND P. U.						
41 Local transit	3	1	4	3	0	3
42 Motor freight	10	1	11	8	1	9
48 Communication	10	0	10	10	0	10
49 Electric services	8	0	8	8	0	8
FINANCE ETC.						
60 Banking	9	0	9	9	0	9
63 Ins. carriers	11	0	11	11	0	11
65 Real estate	4	4	8	3	4	7
Totals	203	47	250	182	39	221

Firms dropped from sample:

No marketing or distribution employees	14
Refused to cooperate	7
Unable to schedule	5
Firm no longer existing	2
Owner ill.	1
	29

Interviews completed:

Employers about non-supervisors	213
Non-supervisors	211
Employers about supervisors	136
Supervisors	138

communications items high when they considered the importance to marketing and distribution jobs of the 62 items of knowledge and skills. Based on the results from employers when considering non-supervisors, both these subject areas (see below) scored 4 items within the top 10. And all 5 human relation items fell within the top 13.

Human Relations

Ability to work with others--1st place
Ability to deal with superiors--3rd place
Fair treatment of minorities--7th place
Business etiquette--8th place

Communications

Listening and observing--2nd place
Person-to-person discussion--5th place
Basic grammar--9th place
Use of telephone--10th place

When employees considered their own preparation, they did not believe themselves best prepared in most of those skills and knowledge; their employers took a more optimistic viewpoint. Employers said that 4 of the 5 human relations items--fair treatment of minorities, ability to deal with superiors, ability to work with others, and business etiquette--ranked in the top 5 for non-supervisors and in the top 8 for supervisors. On the other hand, their employees said that not all 5 human relations items were even in the top half of the ranking. Of the top 10, only in basic arithmetic did the 4 groups rank employee preparation high.

Employees said that their preparation in the mechanical-receiving aspects of communication ranked fairly high; for example: grammar (2nd)[1], spelling (5th), punctuation (8th), penmanship (11th), listening and observing (6th), and reading for comprehension(9th). On the other hand, the thought-transference aspects of communications they perceived as ranking fairly low; for example, group discussions (17th), person-to-person discussions (20th), prepared talks (21st), letter writing (23rd), report writing (30th), and use of the telephone (52nd). There was no such clear-cut distinction in the employer ranking of preparation in communications items, but the employers did rank them generally lower.

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1. Based on ranking of non-supervisory group.

Table 3 [1] on pages 25 and 26 shows this information as well as 2 additional facts that are worthy of attention:

1. Salesmanship was uniformly regarded as being of substantial importance, but is was also uniformly regarded as an item in which employees have relatively poor preparation.

2. Except for salesmanship, other items relating to marketing were ranked relatively low in importance; for example, sales promotion, buying, and advertising ranked 31st, 40th, and 47th respectively.

Degree of Agreement Among the 4 Businessmen Populations.-- Although it is possible to make some rather gross comparisons between the 4 respondent groups' rankings of the various items on Table 3 , it is not possible to make a precise formal comparison. In order to achieve such precision, Table 4 presents the correlation coefficients which relate each group's rank ordering of the items to each other group's ranking. For example, one can determine how much agreement there is between the items employers think are important for non-supervisors and the items

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[1] This table presents knowledge and skill items in the order of their importance to employers when they were considering non-supervisors. The importance rank of each item is listed for each of the other respondent groups in the appropriate column, followed (in the next 4 columns) by the preparation rank for each item for each of the 4 groups. (See Method Section for a discussion of the way the ranks are computed.) This arrangement permits the reader to inspect the relative position of any item with comparative ease. For example, business etiquette is 8th in importance to 3 of the groups and 11th to one of them, while it is 5th, 22nd, 8th and 26th respectively in preparation. For those readers who have an interest in the importance and preparation mean scores for each item, Tables 27 through 34 in the Appendix provide this data for each respondent group. Also Tables 35 and 36 on pages 217 and 219 of the Appendix list these items in the order of their preparation rank.

The "Subject Area" column shows the area into which this study has classified each item, because some of the conclusions are based on these classifications and this identification permits the reader to see whether he agrees with all of them.

Subject Area Key:

MATH=Mathematics FR=Financial Records
C=Communications MB=Machines of Business
O=Other Knowledge MKT=Marketing
ECO=Economics HR=Human Relations

Table 3 Knowledge and Skills - Importance and Preparation Rank

The numbers show the ranking of each item by each group.
The items are listed in order for the first group (employers about non-supervisors.)

		Importance				Preparation			
Description	Subject Area	Employers About Non-Supervisors	Non-Supervisors	Employers About Supervisors	Supervisors	Employers About Non-Supervisors	Non-Supervisors	Employers About Supervisors	Supervisors
ability to work with others	HR	1	1	2	1	4	10	6	11
listening and observing	C	2	2	4	4	12	6	15	5
ability to deal with superiors	HR	3	3	5	3	3	13	4	13
salesmanship	MKT	4	9	6	9	26	42	10	37
person-to-person discussions	C	5	4	3	5	8	20	11	16
basic arithmetic	MATH	6	5	7	7	6	1	7	1
fair treatment of minorities	HR	7	6	12	12	1	16	3	19
business etiquette	HR	8	8	11	8	5	22	8	26
basic grammar	C	9	7	13	13	9	2	19	3
use of telephone	C	10	10	8	6	7	52	9	57
making change	MATH	11	13	37	41	2	18	1	27
mental arithmetic capability	MATH	12	12	16	15	30	3	21	6
ability to get others to work effectively	HR	13	11	1	2	20	24	17	38
reading for comphrension	C	14	14	14	14	14	9	23	9
internal organization relationships	O	15	16	9	11	21	38	20	39
penmanship	C	16	18	24	21	24	11	37	10
spelling	C	17	17	22	17	17	5	31	4
stockkeeping and inventory control	MKT	18	21	18	16	39	48	16	41
planning	O	19	15	10	10	35	28	32	31
group discussions	C	20	22	15	19	11	17	26	15
business arithmetic	MATH	21	19	19	20	33	14	12	12
business records	MKT	22	20	17	13	29	39	18	33
free enterprise	ECO	23	25	20	29	40	25	43	24
credit	MKT	24	23	23	24	38	46	29	48
adding machine	MB	25	28	32	28	13	50	22	56
cash register	MB	26	30	52	54	18	57	2	53
fashion and trends	MKT	27	26	28	25	19	41	24	43
report writing	C	28	40	26	26	27	30	34	25
federal laws and regulations	O	29	36	29	37	58	45	39	55
local trade laws	O	30	39	25	38	37	43	30	59
sales promotion	MKT	31	27	27	27	41	55	35	52
seasonal fluctuations	ECO	32	24	21	28	48	59	28	45
punctuation	C	33	29	36	34	25	8	38	2

Table 3 Knowledge and Skills - Importance and Preparation (continued)

Description	Subject Area	Importance Employers About Non-Supervisors	Non-Supervisors	Employers About Supervisors	Supervisors	Preparation Employers About Non-Supervisors	Non-Supervisors	Employers About Supervisors	Supervisors
unions	O	34	35	41	45	10	61	13	60
weighing and measuring devices	MB	35	42	57	56	15	37	5	42
bookkeeping	FR	36	34	38	30	43	19	40	20
transportation	MKT	37	33	39	39	23	60	14	47
business law	O	38	44	43	47	60	36	48	30
reading fast	C	39	31	46	43	32	35	46	21
buying	MKT	40	32	30	22	22	58	25	40
cultural development	O	41	48	49	51	46	7	50	14
prepared talks	C	42	46	35	42	28	21	33	17
letter writing	C	43	41	34	31	31	23	53	18
insurance	O	44	43	48	48	59	49	42	54
typewriter	MB	45	52	55	60	16	4	55	7
money and banking	ECO	46	38	42	36	51	34	44	34
advertising	MKT	47	37	40	35	45	54	49	49
forecasting	ECO	48	45	31	33	55	53	47	50
marketing research	MKT	49	51	45	40	56	56	45	44
economic cycles	ECO	50	50	44	46	49	32	51	35
techniques and strategy for setting prices	ECO	51	47	33	32	42	40	27	46
national income	ECO	52	55	54	55	47	33	54	28
business locations	ECO	53	49	47	50	34	47	52	51
sources of funds	ECO	54	56	51	52	61	35	56	36
statistics	MATH	55	53	50	44	36	26	41	22
calculator	MB	56	59	56	57	54	44	36	58
world trade	MKT	57	57	60	59	52	29	58	32
reading financial statements	FR	58	54	53	49	44	31	62	29
knowledge of data processing	O	59	60	59	58	62	51	60	61
accounting	FR	60	58	58	53	50	28	59	23
higher mathematics	MATH	61	61	62	61	53	12	61	8
dictaphone	MB	62	62	61	62	57	62	57	62

Table 4 Rank Correlation Coefficients for Knowledge and Skill Items by Group

The numbers show relative agreement -- + 1.00 is perfect agreement; 0 or less is no agreement.

		Importance				Preparation		
		1	2	3	4	5	6	7
	Description	Non-Supervisors	Employers About Supervisors	Supervisors	Employers About Non-Supervisors	Non - Supervisors	Employers About Supervisors	Supervisors
Importance	Employers About Non-Supervisors	.97	.90	.87	.77	.38	.83	.36
	Non-Supervisors		.91	.91	.76	.36	.81	.36
	Employers About Supervisors			.98	.61	.29	.69	.30
	Supervisors				.62	.30	.68	.33
Preparation	Employers About Non-Supervisors					.40	.79	.39
	Non-Supervisors						.09	.94
	Employers About Supervisors							.08

non-supervisors think are important for themsleves. Since a perfect correlation is 1.0, the .97 in Column 1 and the .98 in Column 3 indicate very close agreement between employers and employees about importance.

On the other hand, there is less agreement between the items employers think are important for non-supervisors and the items they think are important for supervisors. This is in line with common sense expectations, and lends some credibility to the results.

This same correlation table also points out a number of interesting facts:

1. Close agreement (as just discussed) between employers and employees regarding the importance of items.
2. Substantial differences between importance rankings and preparation rankings; the .77 in Column 4 and the .69 in Column 6 indicate that employers perceive substantial room for improvement in preparation. The .38 and .36 in Column 5 and the .30 and .33 in Column 7 indicate that employees perceive even greater room for improvement.
3. The .40 in Column 5 and the .08 in Column 7 indicate substantial disagreement between employers and employees concerning preparation.

Reliability.-- It is not possible to say from this study that Item 1 is really more important than Item 2 or that Item 5 is really more important than Item 6. However, it is possible to say that Item 1 is more important than Item 5 and Item 5 is more important than Item 10; and it is also possible to say that Item 20 is more important than Item 30 and that Item 30 is more important than Item 40. Thus, the table enables one to distinguish those items which are most important and those items which are least important, and gives a generally usable indication of the relative importance of items in-between.[1]

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[1] The standard deviation and the standard error of the mean for each of the items have been computed for both the importance and preparation scores. The standard deviations are rarely greater than 2 and for the most part are between 1 and 1.5. The standard error is such that for the most important items and for the least important items the possibility of statistical error changing the relative rankings is only 2 or 3 places at the 95 percent level of confidence. For the middle items the ranking could change by only as much as 5 or 6 places at that level. (Footnote continued on next page.)

Personal Characteristics

Importance and Preparation. The businessmen regarded personal characteristics as extremely important for good performance in marketing and distribution jobs. Table 5 [1] on page 30 shows that employers believe these characteristics to be the most important of 9 given categories for their non-supervisors. The other 3 business groups ranked the importance of personal characteristics either in second or third place. Yet employers for both non-supervisors and supervisors said these same employees were poorly prepared in personal characteristics. On the other hand, the employees thought just the opposite--they considered themselves to be much better prepared.

If personal characteristics play such an important role in marketing and distribution jobs, what specific characteristics are most important? And how well prepared are employees in them? Table 6 [2] on pages 31 and 32 lists the following as the 10 most important (classified under the headings used later on in the teacher-coordinator questionnaire):

For the preparation items, only those respondents who scored an item as 6 or higher on the importance scale were asked to score that item on the preparation scale. Thus, for certain preparation items, the number of respondents is very low and the standard error is correspondingly very large. However, for the most part these are the items which rank lowest on the importance scale and should, therefore, be of less concern to readers of this report. The items of high importance were all scored by a large number of respondents on the preparation scale and have a standard error which indicates a possible change of only a few places in rank.

[1] Table 5 shows how the 9 general subject areas used in this study were ranked by each responding group. These are not composites of individual items, but are rankings which respondents gave to the general areas as such. For example, human relations was ranked second in importance by the first group and first by the other 3 groups, and in preparation 4th by 2 groups and 8th and 9th by the others.

[2] This table shows how important each responding group thought personal characteristics were. The rank given by each group appears in the appropriate column. The last 2 columns show how well prepared employers thought their employees were in each item (1 is best prepared; 29 is worst). Reading across (Footnote continued on next page.)

Table 5

Rank of 9 General Categories By Importance for Good Performance in Marketing and Distribution Jobs

The numbers show the ranking of each item by each group.
The items are listed in order for the first group.

	Employers About Non-Supervisors	Non-Supervisors	Employers About Supervisors	Supervisors
Personal Characteristics (excluding human relations)	1	2	2	3
Human Relations	2	1	1	1
Technical and Product Knowledge	3	3	3	2
Oral and Written Communication	4	4	4	4
Mathematics	5	5	5	5
Marketing	6	7	6	6
Bookkeeping and Accounting	7	6	8	7
Machines of Business	8	8	9	9
Economics	9	9	7	8
Rank of Knowledge and Skill by Preparation From Best (1) to Poorest (9)				
Machines of Business	1	6	1	7
Bookkeeping and Accounting	2	5	4	5
Mathematics	3	1	2	1
Economics	4	7	5	6
Marketing	5	8	3	8
Oral and Written Communication	6	2	7	2
Personal Characteristics	7	3	8	3
Human Relations	8	4	9	4
Technical and Product Knowledge	9	9	6	9

Table 6 Personal Characteristics -- Importance and Preparation Ranked by Mean

The numbers show the ranking of each item by each responding group.
The items are listed in order of their ranking by the first group.

Description	Importance				Preparation	
	Employers About Non-Supervisors	Non - Supervisors	Employers About Supervisors	Supervisors	Employers About Non-Supervisors	Employers About Supervisors
honesty	1	1	1	1	1	1
dependability	2	2	2	2	4	2
loyalty	3	6	4	4	6	3
willingness to abide by regulations	4	14	10	18	5	4
pride in doing work well	5	4	6	5	15	13
attention to detail	6	7	14	15	22	28
initiative	7	8	5	6	28	20
ability to take constructive criticism	8	16	9	9	12	22
willingness to do routine work	9	12	23	19	3	10
friendliness	10	3	20	16	10	12
sincerity	11	11	8	8	13	7
enthusiasm	12	18	7	11	24	19
tactfulness	13	21	13	17	25	25
ability to apply knowledge	14	10	11	7	20	14
smile	15	20	22	23	9	6
willingness to assume responsibility	16	5	3	3	21	11
manners	17	9	21	20	8	5
positive attitude	18	19	15	12	11	16
appearance	19	24	24	25	19	15

Table 6 Personal Characteristics -- Importance and Preparation Ranked by Mean (continued)

Description	Importance				Preparation	
	Employers About Non - Supervisors	Non - Supervisors	Employers About Supervisors	Supervisors	Employers About Non - Supervisors	Employers About Supervisors
adaptability	20	22	12	21	27	26
reasoning logically	21	17	18	14	16	23
self-confidence	22	13	16	10	23	24
quickness to grasp meaning	23	23	19	22	17	21
willingness to do extra work	24	15	17	13	14	9
stamina	25	25	27	24	2	8
imagination and creativity	26	27	26	27	26	29
knowing one's goal in life	27	26	25	26	29	27
safety consciousness	28	28	28	28	7	17
hand shake	29	29	29	29	18	18

Work habits and work behavior
    Loyalty--3rd place
    Willingness to abide by regulations--4th place
    Attention to detail--6th place
Motivation or caring about job
    Pride in doing work well--5th place
    Willingness to do routine work--9th place
Human relations
    Ability to take constructive criticism--8th place
    Friendliness--10th place
Other
    Honesty--1st place
    Dependability--2nd place
    Initiative--7th place

In addition, "attention to detail," (6th) "willingness to do routine work," (9th) and "friendliness (10th) were considered to be more important for non-supervisors than for supervisors.

This same table shows the following 9 characteristics in which employers said their employees showed the best preparation:[1]

1. Honesty (1st)
2. Dependability(2nd)
3. Loyalty (3rd)
4. Willingness to abide by regulations (4th)
5. Willingness to do routine work (9th)
6. Friendliness (10th)
7. Manners (17th)
8. Willingness to do extra work (24th)
9. Stamina (25th)

These same employers said their employees had poor preparation in the following 4 items which were relatively important to them:

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for any item shows its relative importance and preparation rankings. (See Method Section for an explanation of rank computations.) Mean scores for each item are on pages 221 through 224 in the Appendix for importance, and on pages 225 and 226 for preparation.

Although this table includes human relations with personal characteristics, comparison of data with the 9 categories in Table 5 is possible because human relations ranks immediately before or after personal characteristics for each group.

[1] Number in parenthesis shows rank by importance.

1. Pride in doing work well (5th)
2. Attention to detail (6th)
3. Initiative (7th)
4. Ability to take constructive criticism (8th)

For those who are interested in seeing the preparation rankings in order, Table 43 on page 227 in the Appendix presents these same personal characteristics in order of their preparation ranking by employers when considering non-supervisors.

Degree of Agreement Among the 4 Business Populations. In contrast to the agreement among groups about the importance of knowledge and skills, the comparison by group for personal characteristics shows some disagreement on importance. As Table 7 shows,[1] the only substantial agreement (.92) which exists on the list as a whole is between employers and their supervisors. There is some agreement (.81) between employers and their non-supervisors.

However, as one might suspect, honesty and dependability ranked first and second, respectively, in importance for all 4 business groups; the only variations in importance among the top 10 characteristics were:

"Willingness to abide by regulations" (4th)--considered less important by employees than by employers and "ability to take constructive criticism" (8th)--considered less important by non-supervisors than by their employers.

For the remaining 19 entries, the only outstanding variation for importance was "willingness to assume responsibility" (11th). Except for employers regarding non-supervisors, the other 3 groups ranked it in third and fifth place.

Reliability. As with the results for knowledge and skills, the possibility of rank movement because of sampling error is only 2 or 3 places for the upper and lower items and only 5 or 6 for the middle items.[2]

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[1] This table is identical in construction and purpose to Table 4 .

[2] As before, the items were ranked for preparation only when the respondents perceived them to 6 or higher on the importance scale. However, the personal characteristic items were generally considered to be important enough in this case that only for the lower ranked items could the rank be materially affected by sampling error.

Table 7 Rank Correlation Coefficients for Personal Characteristics by Group

The numbers show relative agreement - + 1.00 is perfect agreement; 0 or less is no agreement.

		Importance			Preparation	
		1	2	3	4	5
	Description	Non-Supervisors	Employers About Supervisors	Supervisors	Employers About Non-Supervisors	Employers About Supervisors
Importance	Employers About Non-Supervisors	.81	.78	.72	.34	.46
	Non-Supervisors		.74	.84	.29	.50
	Employers About Supervisors			.92	.03	.30
	Supervisors				.13	.36
Preparation	Employers About Non-Supervisors					.81

Knowledge and Skills vs. Personal Characteristics

After the respondents had scored each of the items of knowledge and skills and personal characteristics individually, they were asked to rank 9 general categories into which those items had been grouped. These 9 consisted of 8 areas of knowledge and skills and one broad category labeled "Personal Characteristics."

Table 5 on page 30 shows that 4 of these categories are considered the most important among the 4 respondent groups:

Human relations
Personal characteristics (excluding human relations)
Technical and product knowledge
Oral and written communication

Human relations lead the list--first place in importance for 3 or the 4 business groups. Closely following were personal characteristics--first place for one group, second place for 2 groups, and third place for the remaining one. Least important of the 9 were "machines of business" and "economics."

Thus, there was close agreement among the 4 groups about this importance.[1] However, preparation rank depends upon which group was talking. Employers said that employees show the poorest preparation in these 4 most important categories, while the employees themselves ranked preparation poor only in technical and product knowledge and ranked it high in the other 3. Similarly, employers said their employees were best prepared in machines of business, in bookkeeping and accounting, and in mathematics, while the employees themselves agreed only on mathematics and listed communications and personal characteristics as the best-prepared categories. Noticeable difference also exists concerning marketing; employers believed that employees were much better prepared in this subject than did the employees themselves.

Responses to Unstructured Questions

Up to this point, this section on results has dealt with the findings of a series of structured questions to which respondents replied within the framework of the question. Beginning now, the discourse centers on the findings of a series of unstructured questions to which the respondents replied largely from their own various frames of reference.[1] Therefore, the findings thus far permit careful comparison, while the findings in this subsection provide a check to see if the respondents ranked knowledge and skills and personal characteristics in the same way when they were not prompted and supplied with the answers, as they did when they were prompted.

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[1] For a more precise statement of degree of agreement among the 4 business populations, see Table 44 in Appendix on page 228.

Each of the tables[2] which follow indicates the percent of total respondents giving an answer--not the number of times they gave each answer. In other words, the percentage of replies reflects the number of people giving certain responses--not the total number of responses themselves.

Knowledge and Skills Considered Important. When asked to mention the knowledge and skills most important for marketing and distribution jobs, practically all 4 business groups listed the following as their choice for the top 5, as the table[3] on the next page shows:

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[1] For the reader who is interested in the full scope of these replies, pp. 229 to 369 in the Appendix list the various kinds of replies that the respondents gave to specific questions.

[2] The relevant correlations are appended to each table and are, again, rank correlations--not "mean score" or "percentage mentioning" correlations. This procedure was followed for 2 reasons: first, this study is primarily concerned with the relative importance of various items and such a procedure is consistent with that concern; second, the employer group, generally speaking, seemed more articulate than the employee group and the rank correlation would more nearly serve as a measure of whatever agreement or disagreement existed between and among the groups than would the correlation of percentage scores, which would partially measure the ability of the groups to express themselves. The correlation coefficients show a substantial amount of agreement in order of importance of these items even though they were generated from unstructured questions.

[3] Table 8 shows the percent of each group that mentioned the item as being important. For example, 51% of the employers mentioned job or product knowledge as being important for non-supervisors; the items are listed in order for that group.

Table 8 Knowledge or Skills Considered Important

The numbers are the percent of each group mentioning each item as being important. The items are listed in order for the first group.

Classification	Percent of Respondents			
	Employers About Non-Supervisors	Non-Supervisors	Employers About Supervisors	Supervisors
Job or Product Knowledge	51	52	57	45
Personal Characteristics (excluding human relations)	31	22	21	12
Human Relations	29	31	60	49
Mathematics	25	28	10	12
Communications	17	18	8	18
Selling and Salesmanship	11	7	12	10
General Education	8	5	2	1
Machines of Business	7	17	2	7
Business Organization, Procedure, and Management	6	9	15	13
Blank Answers	5	0	1	2
Marketing	4	6	6	8
Bookkeeping and Accounting	3	7	4	7
Miscellaneous	3	2	4	4
Business and Financial Records	3	3	3	2
Economics	2	1	6	3

The standard error estimate has been computed for each item. The highest percentage is correct to ± 8% at the 95% confidence level. The error declines until the lowest percentage is correct to ± 1%.

Rank Correlation Coefficients by Group

The numbers show relative agreement - + 1.00 is perfect agreement; 0 or less is no agreement.

	Non-Supervisors	Employers About Supervisors	Supervisors
Employers About Non-Supervisors	.85	.63	.65
Non-Supervisors		.73	.88
Employers About Supervisors			.80

Job or product knowledge
Personal characteristics (excluding human relations)
Human relations
Mathematics
Communications

Job or product knowledge embraces any skill or experience that results in a better job performance. As shown in the Appendix,[1] this category ranges from ability to drive a truck, attitude toward children, electronics background, to knowledge of music. All 4 business groups ranked this classification either in first or second place in importance. Furthermore, over fifty percent of the respondents in all but one business group (the exception is supervisors) listed job or product knowledge as an important knowledge or skill. Again and again throughout the rest of this report the reader will encounter the importance of this category for good job performance.

Personal characteristics are included because a large number of businessmen supplied what could only be called personal characteristics in spite of an admonition to them to consider only knowledge or skills. Because human relations exists as a separate major classification within skills and knowledge, it is excluded from this category. As shown in the Appendix, these characteristics include items such as ability to make quick decisions, ability to work hard, appearance, attitude, and imagination. These personal characteristics seem a trifle less important to supervisors than to the other 3 groups.

Human relations--another grouping that has already shown itself to be extremely important--appears again. Both employers and their supervisors ranked it in first place. Non-supervisors and their employers put it in second and third place respectively. Human relations includes those items that indicate business socialization: ability to meet the public, leadership qualities, personality, social awareness, and tactfulness with people.

Mathematics is another classification in which one of its members--basic arithmetic--has already revealed itself as one of the 10 most important knowledge and skill items. "Math," as used here, is a very inclusive term--ranging from knowledge of making change and basic arithmetic to higher mathematics and statistics. This grouping ranks a little higher in importance for non-supervisors and their employers than for the other 2 business groups.

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[1] For further details, see pages 229 through 255 .

"Communications," as used here, includes all forms of interchange of thoughts or opinions--use of telephone, letter writing, report writing, listening and observing, speaking ability, and penmanship. This skill area ranks third in importance for supervisors, fifth for both non-supervisors and their employees, and seventh for employers concerning supervisors.

Noticeably lower on the list is in the area of marketing. And "low men on the totem pole" for importance are business and financial records and economics--with one exception; employers of supervisors consider economics somewhat more important than do the other groups.

Personal Characteristics Considered Important.[1] In spite of including entries which had to be classified as knowledge and skills (for example, job or product knowledge and ability to communicate), businessmen still revealed clearly that they consider the following personal characteristics most important:

Other individual personality and behavorial characteristics
Human relations
Motivation or caring about the job
Honesty
Leadership

"Other individual personality and behavorial characteristics" may seem a peculiar title to include in a list of "most important" categories of personal characteristics. What happened is that many replies did not clearly fit elsewhere; thus the title! This classification contained the most responses and, therefore, ranks first in importance for the employers and second for their employees. It embraces such characteristics as common sense, dependability, good humor, initiative, open-mindedness, self-confidence, and sincerity.

Human relations--a grouping that seems to feel at home under knowledge and skills as well as under personal characteristics--

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[1] Table 9 on the next page shows the percent of each group that mentioned each item as one of the most important. For example, 42% of the employers said appearance is one of the most important for non-supervisors. Pages 256 through 281 in the Appendix give the specific statements which are included under each item.

Table 9 Personal Characteristics Considered Most Important

The numbers are the percent of each group mentioning each item.
The items are listed in the order of importance to the first group.

Classification	Percent of Respondents			
	Employers About Non-Supervisors	Non-Supervisors	Employers About Supervisors	Supervisors
Other Individual Personality and Behavorial Characteristics	42	39	38	35
Appearance	42	23	19	12
Human Relations	40	56	29	42
Motivation or Caring About Job	35	16	29	24
Honesty	28	27	25	31
Job or Product Knowledge (skill or experience)	20	14	27	20
Mental Ability	15	12	14	7
Work Habits and Work Behavior	11	21	16	20
Miscellaneous	8	4	2	1
Health and Strength	5	3	4	3
Ability to Communicate	4	1	7	4
Temperament	3	9	6	12
Manners	3	8	1	8
Leadership	.5	2	26	20
Blank	.5	.5	1	1

The standard error estimate has been computed for each item. The highest percentage is correct to ± 8% at the 95% confidence level. The error declines until the lowest percentage is correct to ± 1%.

Rank Correlation Coefficients by Group

The numbers show relative agreement - + 1.00 is perfect agreement; 0 or less is no agreement.

	Non-Supervisors	Employers About Supervisors	Supervisors
Employers About Non-Supervisors	.88	.73	.64
Non-Supervisors		.71	.80
Employers About Supervisors			.90

still refers to those personal characteristics that involve one person dealing with another. This category ranks first for employees (both non-supervisors and supervisors) and second for their employers.

Motivation or caring about job appears again on the important list. The results of the structured questions showed that 2 of the 10 most important personal characteristics relate to this category. Here it includes replies such as aggressiveness, dedication, desire for growth, determination, goal in life, and willingness to work and learn. Employers especially thought it important and ranked it in second place for their supervisors, and in third place for their non-supervisors.

Honesty again appears as an important personal characteristic. Earlier discussion showed it to be the most important among a total of 62 items. Here it shows its strength among employees who ranked it as third most important. It includes integrity toward self and customers, personal ethics, and trustworthiness.

Leadership--a relative newcomer in the report so far--shows its strength among employers concerning their supervisors and among supervisors themselves. On the other hand, this characteristic rates practically nil for non-supervisors. As used here, leadership includes such replies as acceptance of responsibility, self-motivation, ability to aid employees, ability to get others to perform, ability to give as well as take orders, and ability to organize.

Other than the 5 characteristics just covered, none received high ranking by more than one group. However, appearance was considered to be very important (1st place) to employers of non-supervisors; mental ability was rather important (3rd place) to employers of supervisors; work habits and work behavior were fairly important (5th place) to all employees. On the other hand, no group indicated much importance in characteristics such as manners, temperament, or health and strength.

Supplemental Information Indicating Importance. Not only did businessmen give specific answers to what knowledge and skills and personal characteristics they considered important; they also supplied supplemental information by listing useful school subjects and extra-curricular activities.

The employees stated[1] from among the subjects or subject areas they studied in high school or college those that have proved most useful in their present job; these were mathematics, arithmetic, basic English, and job or product knowledge. On the other hand, the least useful for all types of marketing and distribution jobs as a whole include economics, reading, general communications, salesmanship and selling, and business and financial records.

Surprisingly, oral and written communications, human relations, and psychology (a brother to human relations) showed up rather poorly for both non-supervisors and supervisors--probably because these courses were not available to them. However, the communications classes are separated to show the relative importance of the parts. Added together, 20 percent of the non-supervisors and 17 percent of the supervisors mentioned them and they are among those checked as the most useful.

When asked about the extra-curricular activities (in high school or college) that proved useful in the present job,[2] all 4 groups said either that they didn't know or stressed the following:

Sports
Human relations
Oral communications
Technical activities (job or product knowledge)

Sports placed second in importance (next to "didn't know or none") as the most valuable or useful activity. Answers that

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[1] Table 10 on the next page shows the percent of each employee group that mentioned a subject area as one that he studied in school and that proved most useful to him on the job. Pages 282 through 289 in the Appendix list the specific statements included under each item.

[2] Table 11 shows the percent of each group that mentioned each item as being an extra-curricular activity in which he participated and which was useful to him in his job. Pages 291 through 300 in the Appendix show the specific statements included under each item.

Table 10 Useful Subjects or Subject Areas Studied During School

The numbers are the percent of each group who mentioned a subject area studied in school as being most useful on the job. The subject areas are listed in order of the first group.

Classification	Percent of Respondents	
	Non-Supervisors	Supervisors
Mathematics and Arithmetic	50	50
Basic English	31	34
Job or Product Knowledge	27	22
Miscellaneous	18	13
Bookkeeping and Accounting	14	10
Oral Communications	9	11
No Answer	7	7
Human Relations	6	8
Psychology	6	10
Spelling	6	4
Business Organization, Procedure, and Management	5	10
Written Communications	5	6
Economics	5	5
Reading	1	5
Communications (general)	1	1
Salesmanship and Selling	1	4
Business and Financial Records	.4	1

The standard error estimate has been computed for each item. The highest percentage is correct to ± 8% at the 95% confidence level. The error declines until the lowest percentage is correct to ± 1%.

Rank Correlation Coefficients by Group

The numbers show relative agreement - + 1.00 is perfect agreement; 0 or less is no agreement.

		Supervisors	
Non-Supervisors		.88	

Table 11 Valuable or Useful Extra-Curricular Activities

The numbers are the percent of each group that mentioned each activity as being useful on the job. The activities are listed in order of the first group.

Classification	Percent Who Mentioned the Activity			
	Employers About Non-Supervisors	Non-Supervisors	Employers About Supervisors	Supervisors
None or Don't Know	39	52	27	49
Sports	24	20	21	24
Human Relations	17	15	27	13
Oral Communications	15	7	21	9
Technical Activities (Job or Product Knowledge)	10	8	8	7
School Service and Activities	8	9	8	7
Civic Work	6	.5	9	3
Miscellaneous	4	2	14	4
Written Communication	2	4	0	1

The standard error estimate has been computed for each item. The highest percentage is correct to ± 8% at the 95% confidence level. The error declines until the lowest percentage is correct to ± 0%.

Rank Correlation Coefficients by Group

The numbers show relative agreement - + 1.00 is perfect agreement; 0 or less is no agreement.

	Non-Supervisors	Employers About Supervisors	Supervisors
Employers About Non-Supervisors	.87	.81	.98
Non-Supervisors		.62	.91
Employers About Supervisors			.79

comprised this classification ranged from activities in which the students were leaders in sports, anything physical that builds up stamina, competitive athletics, knowledge of sports in general, to sports that develop alertness and fair play. Human relations ranked third for all the business groups except for employers concerning their supervisors, who tied it in first place. This classification included answers such as affiliation with fraternal groups, social activities that help one meet people, social functions that help one be at ease with others, school offices that help give one self-confidence, any activity that allows one to meet people, and activities with personal contact.

Employers of supervisors placed more emphasis (2nd place) on oral communications than did other businessmen. Yet 3 of the 4 groups ranked it at least fourth in importance. Oral communications here included debate, speech, and drama. And finally, technical activities placed fifth in importance as a valuable or useful extra-curricular activity. This classification embraces activities concerned with products to be sold--fashion board, art club, home economics, activities, photography, driver's training, and office work at school.

Preparation of Labor Force. Three unstructured questions were designed to measure the preparation of employees in marketing and distribution jobs:

To employers--

1. When you screen applicants, what are the principal weaknesses you find in these people?

To employees--

2. What are the personal characteristics or knowledge areas in which you wish you were stronger or better prepared in order to be more effective in your present job?

To employers and employees--

3. If (you) (your employees) did seek additional training for this job (in marketing or distribution), what specific courses or subjects would (you take) (you recommend)?

The principal weaknesses[1] stressed by the employers were about evenly divided between areas of knowledge (and skills) and personal characteristics. Yet the weaknesses differed for supervisors and non-supervisors, as shows below:

Weaknesses in Non-Supervisors

Job or product knowledge--1st
Other personal characteristics--2nd
Appearance--3rd
Motovation, interest, caring about job--4th
Communications--5th
Human relations--6th
Attitude toward job--7th

Weaknesses in Supervisors

Job or product knowledge--1st place
Human relations--2nd
Leadership--3rd
Other personal characteristics--4th
Business organization, procedure and management--5th
Unwillingness to accept responsibility--6th
Motivation, interest, caring about job--7th

Employers placed job or product knowledge as the Number 1 weaknesses found in both non-supervisors and supervisors. But beyond that, there were some important differences in weaknesses for the 2 groups. Supervisors seemed weakest in factors relating to dealing with others, leading others, accepting responsibility, and business organization and management. In contrast, non-supervisors seemed weaker in other knowledge (and skills) and personal characteristics that tied in with their work--appearance, attitude toward job. Apparently, communications was not as noticeable a weakness among supervisors as it was among non-supervisors.

Not only did the employers say that their employees were weak in job or product knowledge and in human relations; but as Table 13 on page 49 shows, employees themselves wished they

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[1] Table 12 on the next page shows the percent of each employer group that mentioned each item as being a principal weakness in the current marketing and distribution labor force. Pages 301 through 314 in the Appendix list the specific statements included under each item.

Table 12 Principal Weaknesses Found in Employees And Applicants

The numbers are the percent of each group that mentioned each item as a principal weaknesses in the current marketing and distribution labor force. The items are listed in order for the first group.

Classification	Percent of Respondents	
	Employers About Non-Supervisors	Employers About Supervisors
Job or Product Knowledge	36	29
Other Personal Characteristics	32	19
Appearance	24	4
Motivation, Interest, Caring About Job	21	12
Communications	17	10
Human Relations	15	25
Attitude Toward Job	12	7
General Education	10	1
Miscellaneous	8	7
Mathematics	8	6
Mental Ability	7	6
Sales	3	5
Adaptability	2	4
Blank	2	1
Business Organization, Procedure and Management	1	14
Leadership	0	22
Unwilling to Accept Responsibility	0	13

The standard error estimate has been computed for each item. The highest percentage is correct to ± 8% at the 95% confidence level. The error declines until the lowest percentage is correct to ± 1%.

Rank Correlation Coefficients by Group

The numbers show relative agreement - + 1.00 is perfect agreement; 0 or less is no agreement.

	Employers About Supervisors
Employers About Non-Supervisors	.30

Table 13

Personal Characteristics Or Knowledge In Which Respondents Wish They Were Stronger or Better Prepared

The numbers are the percent of each group that mentioned each item. Items are listed in order for the first group.

Classification	Percent of Respondents	
	Non-Supervisors	Supervisors
Job or Product Knowledge	27	23
Human Relations	22	32
Personal Characteristics (excluding human relations)	19	12
Oral Communications	11	15
Mathematics	11	7
Marketing	10	7
Sales and Selling	10	7
Bookkeeping and Accounting	9	7
Blank Answer	8	4
Written Communication	8	10
Business Organization, Procedure, and Management	7	12
Communication (general)	7	13
Miscellaneous	6	4
English	3	3
Economics	2	3
Machines of Business	2	3

The standard error estimate has been computed for each item. The highest percentage is correct to ± 8% at the 95% confidence level. The error declines until the lowest percentage is correct to ± 2%.

Rank Correlation Coefficients by Group

The numbers show relative agreement - + 1.00 is perfect agreement; 0 or less is no agreement.

	Supervisors
Non-Supervisors	.76

were stronger or better prepared in these same 2 areas.[1] Supervisors ranked human relations highest and job or product knowledge in second place, while non-supervisors reversed this ranking. Below job or product knowledge and human relations, non-supervisors and supervisors ranked in descending order:

Non-supervisors

Personal characteristics (excluding human relations)
Oral communications
Mathematics
Marketing
Sales and selling

Supervisors

Oral communications
Communications (general)
Personal characteristics (excluding human relations)
Business organization, procedure, and management
Written communications

However, as before, if the communications classes are added together, they were mentioned by 26 percent of the non-supervisors and 32 percent of the supervisors--still another indication of the need for improved preparation in communications. The knowledge or personal characteristics the employees seemed to be least interested in were English, economics, and machines of business.

The final matter of importance is additional education or training. Table 14 shows that 3 of the 4 business groups placed job or product knowledge at the top of their recommended list.[2] Employers put it in third place for their supervisors.

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1. Table 13 shows the percent of each employee group that mentioned each personal characteristic or knowledge item as one in which they wished they were stronger or better prepared. Pages 315 through 325 in the Appendix list the specific statements included under each item.

2. Table 14 on the next page shows the percent of each group that mentioned each item as one in which employees should seek additional training. Pages 326 through 343 in the Appendix list the specific statements included under each item.

Table 14 Additional Education or Training Recommended

The numbers are the percent of each group that mentioned each item.
Items are in order for the first group.

Classification	Percent of Respondents			
	Employers About Non-Supervisors	Non-Supervisors	Employers About Supervisors	Supervisors
Job or Product Knowledge	34	41	27	32
Selling and Salesmanship	26	18	15	10
Human Relations	26	18	38	31
No Answer	14	14	7	7
Business Organization, Procedure and Management	12	18	32	28
Mathematics and Arithmetic	11	12	10	7
Bookkeeping and Accounting	9	13	15	17
Marketing	9	14	13	17
Oral Communications	8	8	10	12
Basic English	8	4	4	3
Miscellaneous	6	11	13	14
Economics	6	4	7	5
Written Communications	2	4	3	6
Communications (general)	2	1	3	2
Business and Financial Records	0	1	0	1

The standard error estimate has been computed for each item. The highest percentage is correct to ± 8% at the 95% confidence level. The error declines until the lowest percentage is correct to ± 0%.

Rank Correlation Coefficients by Group

The numbers show relative agreement - + 1.00 is perfect agreement; 0 or less is no agreement.

	Non-Supervisors	Employers About Supervisors	Supervisors
Employers About Non-Supervisors	.92	.76	.73
Non-Supervisors		.87	.86
Employers About Supervisors			.93

Human relations faired next best by being first for one group (employers concerning their supervisors) and second for the others. Next came business organization, procedure, and management--perhaps a little stronger for supervisors than for non-supervisors. Employers and their non-supervisors stressed selling (salesmanship) more than the supervisory groups. Yet both employers and employees ranked all types of communications rather low. The authors suspect this occurred because they were not aware of opportunities for post-high school or post-college persons to obtain additional training or retraining in communications skills--not because they consider preparation to be adequate. However, again, communications added together scored fairly high.

Recommended Locations for Additional Training. Both employers and employees expressed themselves regarding the best place to obtain additional knowledge or training and had the opportunity to choose from the following locations.[1]

On-the-job training at work stations
On-the-job training in classrooms
Vocational-technical school
High School
Community or junior college
Short courses and night school
Correspondence
Four-year college
Other

The overwhelming preference for all the respondents was on-the-job training at work stations. But the employers and

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1. Table 15 on the next page shows in each of the 4 "respondent" columns, the number of respondents who mentioned each location as the best place to obtain additional knowledge or training for their job and the location rank (in parenthesis) for each group. The "reasons" columns show the percent of each group that listed each reason. Pages 344 through 358 in the Appendix list the specific statements included under each location and under each reason for 2 of the 4 groups--employers concerning non-supervisors and employers concerning supervisors.

Table 15 Where is the best place to obtain additional knowledge or training? Why do you feel this is the best place?

The first number for each classification entry shows the number of respondents who mentioned the location as best. The number in parenthesis is the location's rank for that group. The locations are in order of rank for the last group.

Classification	Employers About Supervisors				Supervisors				Non-Supervisors				Employers About Non-Supervisors			
	Number of Respondents and (Rank)	Reason why best place			Number of Respondents and (Rank)	Reason why best place			Number of Respondents and (Rank)	Reason why best place			Number of Respondents and (Rank)	Reason why best place		
		Provides Specific Training	Convenience	Other		Provides Specific Training	Convenience	Other		Provides Specific Training	Convenience	Other		Provides Specific Training	Convenience	Other
On-the-job Training at Work Stations	30 (1)	94%	3%	3%	39 (1)	90%	3%	7%	81 (1)	88%	3%	9%	84 (1)	90%	4%	6%
Other	21 (2)	86%	5%	9%	22 (3)	86%	4%	10%	18 (3)	78%	-	22%	17 (2)	88%	6%	6%
Vocational Technical School	5 (6)	100%	-	-	4 (7)	100%			16 (5)	88%	-	12%	17 (2)	76%	12%	12%
On-the-job Training in Classrooms	13 (4)	84%	8%	8%	13 (4)	92%	-	8%	17 (4)	88%	6%	6%	15 (4)	93%	7%	-
Short Courses and Night School	14 (3)	36%	50%	14%	25 (2)	40%	52%	8%	27 (2)	30%	59%	11%	12 (5)	25%	67%	8%
Community or Junior College	7 (5)	57%	-	43%	13 (4)	23%	46%	31%	11 (7)	18%	64%	18%	8 (6)	25%	62%	13%
By Correspondence	4 (7)	50%	25%	25%	2 (8)	50%	50%		4 (8)	50%	50%	-	4 (7)	50%	50%	-
Four-year College	4 (7)	25%	-	75%	9 (6)	33%		67%	14 (6)	36%	14%	50%	3 (8)	-	33%	67%
High School	0 (9)	-	-	-	0 (9)	-	-	-	1 (9)	-	-	100%	0 (9)	-	-	-
Total	98				127				189				162			

Rank Correlation Coefficients by Group

The numbers show relative agreement - + 1.00 is perfect agreement; 0 or less is no agreement.

	Non-Supervisors	Employers About Supervisors	Supervisors
Employers About Non-Supervisors	.80	.82	.65
Non-Supervisors		.92	.89
Employers About Supervisors			.95

their non-supervisors looked far more favorably to this location than the supervisors and their employers. Surprisingly the catch-all classification "other" seemed to be the next best place--with employers giving it a little more emphasis than the employees; this is explained by the large number of specialized schools and training programs sponsored by trade associations and industry groups.

The "other" category is made up of training such as:

Institute training (American Institute of Banking, Ford Marketing Institute)
Association or industry training programs (Goodyear sponsored sales training)
Business seminars at local universities
Company training kit
Company training manuals
Toastmasters
Courses offered by state and national Real Estate Board
Trade magazines

After on-the-job training at work stations and "other," the respondents stressed short courses and night school and on-the-job training in classrooms. Between the most and least preferred locations were vocational-technical schools (especially liked by employers for their non-supervisors) and community colleges (liked somewhat more by supervisors and their employers). Least preferred were correspondence study, four-year college (especially by employers) and the regular high school. Thus, businessmen preferred a place that gives employees specialized training that can be applied immediately on-the-job. Least preferred was the school--such as a regular high school, college, or university--that teaches more in generalities.

As one might guess, the reasons that businessmen chose these locations fall into 3 logical categories--"provides specific training," "is convenient," and "other." "Provides specific training" is the reason for the majority of all 4 business groups who selected on-the-job training at work stations, other, vocational-technical schools, and on-the-job training in classrooms. On the other hand, the following places were chosen mainly because of convenience involved--short courses and night school (all 4 business groups), and community or junior college (employers of non-supervisors and their employees).

Subjects Best Learned on the Job. Finally, the survey asked employees what is best learned on the job rather than in schools.[1] Both non-supervisors and supervisors clearly emphasized 2 categories--job or product knowledge and human relations. Of these 2, the non-supervisors put a little more stress on job and product knowledge, while supervisors put human relations in first place. Personal characteristics (excluding human relations) and communication came in as a poor third and fourth place. By implication one can surmise that employees felt the other areas mentioned were better taught in school; they included mathematics and arithmetic, bookkeeping and accounting, machines of business, marketing, and business organization, procedure, and management.

Teacher-Coordinator Survey

As stated in the Method section, the teacher-coordinator survey reports judgments about the amount of time needed to teach subject matter to average students and reveals the place(s) where the student can acquire or develop personal characteristics. This survey averages the responses of a large number of teachers.

Response Rate

Out of a total population of 96 for the teacher-coordinator survey, 84 individuals[2]--or 88 percent of the complete census--responded. The remaining 12 people refused to participate even

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[1] Table 16 on the next page shows the percent of the 2 employee groups that mentioned each item as best learned on the job. Pages 359 through 369 in the Appendix list the specific statements included under each item.

[2] Pages 199 and 200 in the Appendix give pertinent classification data about the respondents--size of town in which they are located, types of teaching responsibilities, types of schools in which they teach, job title, sex, age groups, types of programs they teach--even their perception of D. E. students' ability.

Table 16 What Is Best Learned On The Job Rather Than In Schools

The numbers are the percent of each group that listed each item.
The items are in order for the first group.

Classification	Percent of Respondents Non-Supervisors	 Supervisors
Job or Product Knowledge	52	45
Human Relations	40	54
Personal Characteristics (excluding human relations)	18	12
Communications	10	11
Sales and Selling	8	9
Business Organization, Procedure and Management	4	6
Marketing	3	8
Machines of Business	3	3
Miscellaneous	3	3
No Answer	3	1
Bookkeeping and Accounting	2	3
Math and Arithmetic	2	2

The standard error estimate has been computed for each item. The highest percentage is correct to ± 8% at the 95% confidence level. The error declines until the lowest percentage is correct to ± 2%.

Rank Correlation Coefficients by Gro[illegible]

The numbers show relative agreement - + 1.00 is perfect agreement; 0 or less is no agreement.

	Supervisors
Non-Supervisors	.92

after a follow-up letter and a telephone call. The table below shows the breakdown of responses by category.

Category	Population	Number Responding	Percent Responding
High School	73	66	91%
Vocational-Technical	7	5	72
Community College	16	13	81
TOTAL	96	84	88

Explanation of Table Layout[1]

The 4 tables in this section are in pairs. The first pair concerns the responses of teacher-coordinators in high school distributive education programs; the second, the responses of those in community college and vocational-technical school mid-management programs. The first table in each pair (Table 17 and Table 19) shows:

1. How many classroom hours teacher-coordinators thought it would take to teach the identical knowledge and skill items that the businessmen evaluated for importance and preparation.

2. Where those items should be taught.

Columns A, B, and C indicate the mean judgments of hours;[2] Columns E, F, and G indicate the percent of teacher-coordinators who think the item would be better taught outside the D. E. classroom.

Column D shows the percent of the respondents who did not give an hour rating because they had never taught the item. Column H shows the number of those who, for one reason or another, did not respond to that item at all. The reader is cautioned that in most cases where the respondent indicated the item would better be taught in some classroom other than D. E., he usually did not make an hour judgment for that item. Thus, a large percentage in Column E means that the hour judgments in Columns A, B, and C are the average of only a few respondents and are probably not very reliable as indicators of all teacher-coordinators judgments.[1]

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[1] This section presents the findings of high school coordinators separate from those of mid-management coordinators. In addition, pages 370 through 379 in the Appendix show a comparison of similar data for the 2-teacher groups.

[2] Some respondents gave extremely high values for A and no response or an unusable response to B and C. Therefore, the mean values in Column B are not always greater than the corresponding values in Column A, as they should be.

The following is a more detailed meaning of the column headings for the first table in each pair (Table 17 and Table 19):

Column A--Number of hours it would take an average distributive education student to acquire a general notion of each (knowledge or skill) item.

Column B--Number of hours to acquire the ability to talk about the skill or knowledge and understand instructions concerning it.

Column C--Number of hours to acquire the ability to apply the skill or knowledge individually in a given situation.

Column D--The skill or knowledge is a D. E. subject, but the respondent never taught it. (The teacher-coordinator was instructed not to fill in columns A, B, and C if he checked D.)

Columns E, F, and G--The respondent could fill in one of these choices if he did or did not specify hours in columns A, B, and C.

Column H--Number of responses omitted for one of 2 reasons--the respondent showed more hours for Column A than for Column B, or he didn't mark any of the alternative responses lettered D, E, F, and G.

The second table in each pair (Table 18 and Table 20) deals with personal characteristics and shows:

1. Percent of the respondents who believed that each item could be taught in the place(s) stated.

2. Percent who felt each place is the best one in which to teach it.

As the methods section explains, teacher-coordinators made no hour judgments on personal characteristics.

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[1] Because of this problem, Tables 69 and 70 on pages 380 through 387 in the Appendix present mean, median standard deviation, range and number of respondents for each item.

High School Programs[1]

The 2 knowledge and skill lists below and on page 69 include all those items which the businessmen thus far have shown to be highly important (or moderately important) and seriously lacking in preparation. The first list includes those items where there is substantial agreement among teacher-coordinators that the items can best be taught in a high school distributive education classroom; the second, where there is substantial agreement that they can best be taught in a non-distributive education high school classroom. Because of the importance of the items, the first list gives the mean judgment of classroom hours required to teach the average distributive education student to apply the item independently in a work situation. (The source for the hours is Column C in Table 17, which begins on the next page.) This information permits the reader to relate importance and preparation to classroom hours at a glance for these items.

Important knowledge and skills where there is substantial agreement that the items can best be taught in the distributive education classroom:

	Hours (To apply independently in a work situation)
Human Relations	
Ability to work with others	25 hours
Ability to deal with superiors	20
Fair treatment of minorities	17
Business etiquette	17
Ability to get others to work effectively	30
Communications	
Listening and observing	38
Person-to-person discussion	30
Use of the telephone	9
Group discussions	30
Marketing	
Salesmanship	42
Mathematics	51
	309

Thus, on the average, teacher-coordinators thought the total distributive education classroom time necessary to teach the average student to apply these items independently in a work situation was 309 hours.

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1. This high school section is based on the results found in Tables 17 and 18.
2. Adding basic arithmetic (26.7 hours) to business arithmetic (24.7) gives a total of 51 hours.

Table 17

Time and Place for Specific Areas of Knowledge and Skill in High School Distributive Education Programs

The first 3 columns show the average of the teacher judgments on hours to each level for each knowledge and skill item; the next 4 show the percent of the teachers who indicated that the statement in the column applied to each item. The last column shows the number of teachers who did not respond for each item.

	A Acquire general notion (hours)	B Ability to talk about (hours)	C Ability to apply on job (hours)	D D. E. subject, but I never taught it (percent)	E Better taught in non-D.E. classroom (percent)	F Better learned on the job (percent)	G Can't teach well in any school or on any job (percent)	H Number of omitted responses
Communications								
a. Writing								
1. Letter Writing	4.1	6.5	21.5	1.6	64.5	0.0	0.0	4
2. Report Writing	7.2	15.1	31.4	8.1	62.9	1.6	0.0	4
3. Spelling	32.1	67.1	99.9	5.0	71.7	0.0	0.0	6
4. Penmanship	13.6	11.5	40.2	8.3	76.7	0.0	0.0	6
5. Punctuation	8.6	13.2	48.2	6.6	82.0	0.0	0.0	5
b. Oral Presentation								
1. Group discussion	8.6	13.3	29.7	6.5	19.4	0.0	1.6	4
2. Prepared talks	6.7	9.9	23.9	3.1	21.9	0.0	0.0	2
3. Person-to-Person discussion	12.3	18.1	30.1	6.6	16.4	0.0	3.3	5
c. Basic grammar	29.2	32.5	72.5	8.5	78.0	0.0	0.0	7
d. Listening and observing	14.1	18.6	37.9	8.8	24.6	5.3	1.8	9
e. Reading								
1. Reading for comprhension	27.9	50.6	63.3	3.3	80.3	0.0	0.0	5
2. Reading fast	37.5	55.0	112.5	5.1	88.1	0.0	0.0	7

Table 17 (continued)

	A (hrs)	B (hrs)	C (hrs)	D (%)	E (%)	F (%)	G (%)	H (freq)
f. Use of the telephone	2.9	4.8	9.0	16.1	9.7	4.8	0.0	4
Mathematics								
a. Basic arithmetic (addition, subtraction, division, multiplication)	11.4	14.5	26.7	4.7	39.1	0.0	0.0	2
b. Business arithmetic (discounts, mark-ups, mark-downs)	11.8	14.1	24.7	3.2	4.8	1.6	0.0	3
c. Mental arithmetic capability	10.6	9.3	17.5	10.0	11.7	1.7	1.7	6
d. Making change	4.1	4.9	9.1	4.9	1.6	1.6	0.0	5
e. Higher mathematics (algebra, geometry, trig, calculus)	190.0	220.0	270.0	4.8	93.6	0.0	0.0	4
f. Statistics	29.6	35.4	38.3	13.6	74.6	0.0	0.0	7
Human Relations								
a. Ability to get others to work effectively	10.4	10.5	30.4	11.5	6.6	13.1	1.6	5
b. Ability to work with others	10.7	9.8	24.7	1.6	1.6	14.8	1.6	5
c. Fair treatment of minorities (customers and employees)	9.2	5.7	17.3	11.9	1.7	11.9	5.1	7
d. Ability to deal with superiors	8.6	7.5	20.2	4.9	0.0	14.8	0.0	5
e. Business etiquette	4.1	6.8	16.8	8.3	0.0	5.0	0.0	6

Table 17 (continued)

	A (hrs)	B (hrs)	C (hrs)	D (%)	E (%)	F (%)	G (%)	H (freq)
Marketing								
a. Salesmanship	15.7	23.1	42.4	3.2	0.0	6.4	0.0	3
b. Marketing Research	10.3	17.6	36.5	25.8	8.1	6.5	0.0	4
c. Advertising	8.4	14.7	38.5	3.2	0.0	1.6	0.0	3
d. Sales promotion (display, contests, tradeshows)	10.9	14.2	31.7	6.7	0.0	3.3	0.0	6
e. Inventory records	5.6	10.8	22.4	13.1	0.0	8.2	0.0	5
f. Fashion trends	6.8	10.8	25.7	14.8	1.6	8.2	0.0	5
g. Buying	7.0	12.8	55.4	9.8	0.0	8.2	0.0	5
h. Transportation	5.9	10.6	30.1	20.3	0.0	3.4	0.0	7
i. Stockkeeping and inventory control	5.6	10.4	23.1	6.6	0.0	11.5	0.0	5
j. Credit	6.2	10.7	25.9	9.8	1.6	3.3	0.0	5
k. World trade	7.4	16.6	78.4	33.3	16.7	1.7	0.0	6
l. Channels of distribution	6.8	10.9	22.0	5.0	0.0	1.7	0.0	6
Financial Records								
a. Bookkeeping	9.5	24.3	53.0	11.5	72.1	1.6	0.0	5
b. Reading financial statements	5.2	11.4	45.8	13.6	44.1	1.7	1.7	7
c. Accounting (more than bookkeeping and reading financial statements)	19.0	40.0	50.0	8.3	81.7	1.7	1.7	6

Table 17 (continued)

	A (hrs)	B (hrs)	C (hrs)	D (%)	E (%)	F (%)	G (%)	H (freq)
Machines of Business								
a. Typewriter	10.0	18.3	63.3	3.3	93.4	1.6	0.0	5
b. Dictaphone	5.0	20.0	50.0	5.0	93.3	1.7	0.0	6
c. Calculator	3.3	12.7	34.0	8.3	85.0	1.7	0.0	6
d. Adding machine	3.0	5.1	13.3	16.7	70.0	1.7	0.0	6
e. Cash register	4.9	7.8	31.3	9.7	8.1	4.8	0.0	4
f. Weighing or measuring devices	4.8	8.7	43.5	33.9	15.3	6.8	0.0	7
Economics								
a. Techniques and strategy for setting prices	5.1	11.0	52.1	16.7	6.7	5.0	0.0	6
b. Free enterprise system in general	5.3	10.3	16.5	4.9	6.6	1.6	0.0	5
c. National income	3.3	5.8	10.1	17.0	20.3	1.7	0.0	7
d. Economic cycles	3.5	5.7	10.1	17.0	20.3	1.7	0.0	7
e. Business locations	4.5	6.5	16.6	10.0	5.0	1.7	0.0	6
f. Forecasting	4.9	12.9	40.3	30.5	15.3	6.3	0.0	7
g. Seasonal fluctuations	4.5	7.6	14.7	17.0	6.8	6.8	0.0	7
h. Money and banking (banking services and activities, role of money, etc.)	4.4	7.5	21.3	11.7	16.7	3.3	0.0	6
i. Sources of funds for starting and operating a business	3.6	7.4	15.6	16.7	6.7	1.7	0.0	6
j. Role of profit	4.6	6.8	14.9	4.9	4.9	1.6	0.0	5

Table 17 (continued)

	A (hrs)	B (hrs)	C (hrs)	D (%)	E (%)	F (%)	G (%)	H (freq)
Other Knowledge								
a. Knowledge of data processing	3.9	10.5	26.5	13.6	67.8	3.4	0.0	7
b. Insurance	3.7	6.5	12.4	6.9	36.2	3.5	0.0	8
c. Local trade laws	2.7	4.6	8.5	30.5	15.3	3.4	0.0	7
d. Business law	3.9	7.6	23.3	10.2	57.6	1.7	0.0	7
e. Federal laws and regulations	3.6	6.2	17.6	13.6	27.1	1.7	0.0	7
f. Unions	3.1	5.4	9.3	8.3	10.0	1.7	0.0	6
g. Cultural development (appreciation of literature, art, and music)	12.7	47.3	70.7	1.7	88.3	1.7	0.0	6
Business Organization, Procedure and Management								
a. Type of business organization	4.8	7.4	16.3	4.9	6.6	1.6	0.0	5
b. Business procedures (orders, invoices, deliveries, etc.)	5.2	7.9	16.9	9.8	3.3	11.5	0.0	5
c. Internal organization relationships	4.1	8.5	14.8	17.0	5.1	6.8	0.0	7
d. Supervision	3.9	8.5	19.7	28.8	8.5	10.2	0.0	7
e. Labor-Management relationships	4.4	6.2	15.0	25.0	10.0	5.0	0.0	6
Totals	766.1	1173.8	2394.8					

Table 18

Places in High School D. E. Programs, Including Best Places, Where Personal Characteristics Can Be Taught or Developed

(Total respondents 66 - Best places may not total 100% because of rounding)

The "yes" column indicates the percent of the respondents who thought the personal characteristic could be taught in that location; the "best" column indicates the percent who thought that would be the best place to teach it.

Personal Characteristics	D. E. Classroom		D. E. Club Program		On-The-Job		Non D. E. Classroom		Other		Number Who did not Answer
	yes	best	yes	best	yes	best	yes	best	yes	best	
Health and Strength											
a. Stamina	54.8	15.1	21.0	0.0	59.7	24.5	66.1	54.7	4.8	5.7	4
b. Health	62.9	22.2	16.1	0.0	35.5	3.7	71.0	70.4	3.2	3.7	4
c. Vitality	64.5	22.6	29.0	5.7	45.2	9.4	59.7	58.5	3.2	3.8	4
d. Good physical condition	62.9	18.5	19.4	3.7	50.0	3.7	67.7	68.5	4.8	5.6	4
Motivation or Caring About Job											
a. Knowing one's goal in life	98.4	80.3	64.1	3.3	70.3	4.9	39.1	4.9	7.8	6.6	2
b. Willingness to do routine work	96.9	46.6	51.6	1.7	85.9	50.0	29.7	0.0	4.7	1.7	2
c. Willingness to do extra assignments	96.9	57.6	67.2	15.2	78.1	23.7	34.4	1.7	4.7	1.7	2
d. Pride in doing work well	95.3	41.6	70.3	0.0	89.1	55.0	40.6	0.0	4.7	3.3	2
e. Enthusiasm	92.2	43.7	79.7	27.3	85.9	23.6	35.9	0.0	6.3	5.5	2
f. Aggressiveness	92.2	46.4	73.4	8.9	87.5	41.1	34.4	1.8	4.7	1.8	2
g. Ambition	95.3	52.7	64.1	7.3	85.9	34.6	32.8	1.8	4.7	3.6	2

Table 18 (continued)

	D.E. Classroom		D.E. Club Program		On-The-Job		Non-D.E. Classroom		Other		Number who did not Answer
	yes	best	yes	best	yes	best	yes	best	yes	best	
h. Determination	92.2	39.6	67.2	9.4	82.8	43.4	34.4	3.8	4.7	3.8	2
i. Perseverance	92.2	43.7	64.1	1.8	79.7	43.7	35.9	5.5	7.8	5.5	2
Mental Ability											
a. Reasoning logically	93.5	55.4	54.8	3.6	77.4	16.1	50.0	23.2	3.2	1.8	4
b. Imagination	90.2	36.4	70.5	27.3	80.3	20.0	44.3	14.5	3.3	1.8	5
c. Quickness to grasp meaning	93.6	62.5	50.0	3.6	79.0	16.1	46.8	16.1	3.2	1.8	4
d. Ability to apply knowledge	87.3	25.5	57.1	0.0	87.3	69.1	41.3	3.6	3.2	1.8	3
e. Ability to analyze	92.1	54.4	52.4	3.5	81.0	29.8	39.7	10.5	3.2	1.8	3
f. Alertness	90.5	37.5	54.0	1.8	81.0	42.9	44.4	16.1	3.2	1.8	3
g. Thinking quickly	87.3	35.2	52.4	1.8	82.5	47.3	44.4	12.7	3.2	1.8	3
h. Memory	92.1	67.1	49.2	0.0	74.6	23.1	47.6	21.0	3.2	2.1	3
Human Relations											
a. Ability to take constructive criticism	95.2	40.3	69.8	12.33	87.3	42.1	38.1	1.8	3.2	3.5	3
b. Friendliness	93.7	30.3	76.2	39.33	84.1	19.6	34.9	3.6	9.5	7.1	3
c. Tactfulness	93.7	37.5	79.4	21.4	85.7	35.7	34.9	1.8	6.4	3.6	3
d. Ability to get along with people	92.1	25.0	69.8	6.7	96.8	66.7	27.0	0.0	3.2	1.7	3
e. Ability to talk easily with people	88.9	42.1	73.0	15.8	92.1	35.1	33.3	3.5	4.8	3.5	3
f. Congeniality	90.5	38.6	76.2	29.8	84.1	22.8	34.9	5.3	6.4	3.5	3
g. Outgoing - sociable	92.1	16.7	81.0	48.2	79.4	18.5	38.1	13.0	6.4	3.7	3

Table 18 (continued)

	D.E. Classroom		D.E. Club Program		On-The-Job		Non-D.E. Classroom		Other		Number who did not Answer
	yes	best	yes	best	yes	best	yes	best	yes	best	
Work Habits and Work Behavior											
a. Willingness to abide by regulations	93.7	33.9	66.7	5.1	90.5	55.9	33.3	0.0	7.9	5.1	3
b. Loyalty	90.5	24.5	69.8	20.8	87.3	45.3	31.8	0.0	11.1	9.4	3
c. Attention to details	93.7	39.3	60.3	1.8	88.9	53.6	34.9	3.6	4.8	1.8	3
d. Willingness to work on own	95.2	40.0	65.1	9.1	92.1	45.5	38.1	3.6	3.2	1.8	3
e. Accuracy	95.2	55.6	58.0	0.0	87.3	35.2	39.7	7.4	3.2	1.9	3
f. Willing to take orders	92.1	26.9	57.1	1.9	92.1	63.5	36.5	1.9	7.9	5.8	3
Leadership											
a. Willingness to assume responsibility	87.3	20.7	85.7	50.0	88.9	24.1	34.9	0.0	6.4	5.2	3
b. Get people to work well	81.0	15.3	85.7	57.6	77.8	18.6	23.8	5.1	6.4	3.4	3
c. Desire to help others	82.3	22.2	82.3	38.9	88.7	25.9	30.7	3.7	9.7	9.3	4
d. Ability to organize	87.1	30.4	88.7	53.6	85.5	7.1	32.3	3.6	6.5	5.4	4
Attitude Toward Job											
a. Understanding what work means	95.2	37.9	57.1	1.7	93.7	58.6	25.4	0.0	3.2	1.7	3
b. Showing interest in job	88.9	22.8	47.6	1.8	93.7	73.7	17.5	0.0	1.6	1.8	3
c. Application to the task	90.5	22.4	55.6	0.0	96.8	72.4	25.4	3.4	3.2	1.7	3

Table 18 (continued)

	D.E. Classroom		D.E. Club Program		On-The-Job		Non-D.E. Classroom		Other		Number who did not Answer
	yes	best	yes	best	yes	best	yes	best	yes	best	
Temperament											
a. Patience	88.7	40.7	61.3	13.0	83.9	33.3	37.1	7.4	9.7	5.6	4
b. Control of temper	88.8	36.9	62.9	15.8	88.7	31.6	37.1	7.0	11.3	8.8	4
c. Tolerance	91.9	43.1	67.7	17.3	82.3	24.1	40.3	8.6	9.7	6.9	4
Other Individual Personality and Behavioral Characteristics											
a. Positive attitude (optimism)	90.3	72.2	75.8	11.1	75.8	7.4	35.5	5.6	6.5	3.7	4
b. Dependability	88.7	36.7	72.6	8.8	85.5	50.9	29.0	0.0	6.5	3.5	4
c. Safety consciousness	79.0	27.3	54.8	3.6	87.1	61.8	24.2	3.6	4.8	3.6	4
d. Smile	95.2	64.8	69.4	9.3	79.0	18.5	20.0	3.7	6.5	3.7	4
e. Hand shake	90.3	64.1	69.4	13.2	71.0	13.2	29.0	3.8	6.5	5.7	4
f. Self-confidence	91.8	42.0	72.1	18.0	82.0	34.0	29.5	2.0	4.9	4.0	5
g. Sincerity	95.2	60.4	69.4	15.1	77.4	9.4	30.7	7.5	8.1	7.5	4
h. Initiative	90.3	32.7	72.6	23.6	88.7	36.4	33.9	3.6	6.5	3.6	4
i. Manners	85.5	49.1	67.7	21.8	72.6	77.3	33.9	10.9	9.7	10.9	4
j. Willingness to take constructive criticism	93.6	51.9	71.0	11.5	82.3	26.9	33.9	3.8	6.5	5.8	4
k. Appearance	95.2	69.1	67.7	5.5	79.0	12.7	33.9	7.3	6.5	5.5	4
l. Honesty	93.6	58.9	71.0	3.6	80.7	17.9	37.1	8.9	11.3	10.7	4

Important knowledge and skills where there is substantial agreement that the items can best be taught in a non-distributive education classroom:

	Per Cent (Who said better taught in non-D.E. classroom)
Communications	
Basic grammer	78%
Letter writing	65
Report writing	63

Personal characteristics which businessmen considered highly important (or moderately important) and seriously lacking in preparation, appear below with a notation on where teacher-coordinators think each can best be taught:

Motivation or caring about job:	
Willingness to do routine work	(50% say on-the-job best)
Pride in doing work well	(55% say on-the-job best)
Human relations:	
Ability to take constructive criticism	(42% say on-the-job best)
Friendliness	(39% say D.E. club program is best)
Work habits and work behavior:	
Willingness to abide by regulations	(56% say on-the-job best)
Loyalty	(45% say on-the-job best)
Attention to details	(54% say on-the-job best)
Leadership:	(about 50% think D.E. club program is best--see Table 18)
Other characteristics:	
Dependability	(51% say on-the-job best)
Initiative	(36% say on-the-job best)
Honesty	(59% say D.E. classroom is best)

The next two lists show those subject areas which 50 per cent or more of the high school teacher-coordinators believe should be taught somewhere other than the distributive education classroom.

1. Over 50 percent of the coordinators thought certain items were best taught in a classroom--but not in a D. E. classroom:

Knowledge and Skills	
Letter writing (comm)	65%
Report writing (comm)	63
Spelling (comm)	72
Penmanship (comm)	77
Punctuation (comm)	82
Basic grammar (comm)	78
Reading for comprehension	80
Fast reading (comm)	88
Higher mathematics (math)	94
Statistics (math)	75
Bookkeeping (fin. records)	72
Accounting (fin. records)	82
Typewriter (machines)	93
Dictaphone (machines)	93
Calculator (machines)	85
Adding machine (machines)	70
Knowledge of data processing (other)	68
Business law (other)	58
Cultural development (other)	88
Personal Characteristics	
Stamina	55%
Health	70
Vitality	59
Good Physical Condition	69

2. In no case did as many as 15% of the coordinators think that any knowledge and skill item is better learned on the job; but for the following personal characteristics, as many as 50% thought the job was the best place to learn:

Willingness to do routine work	50%
Pride in doing work well	55
Ability to apply knowledge	69
Ability to get along with people	67
Willingness to abide by regulations	56
Attention to details	54
Willing to take orders	64
Understanding what work means	59
Showing interest in job	74
Application to the task	73
Dependability	51
Safety consciousness	62

Mid-Management Programs[1]

The 2 knowledge and skill lists below and on page 72 include all those items which the businessmen thus far have shown to be highly important (or moderately important) and seriously lacking in preparation. The first list includes those items where there is substantial agreement among teacher-coordinators that the items can best be taught in a mid-management distributive education classroom; the second, where there is substantial agreement that they can best be taught in a non-distributive education mid-management classroom. Because of the importance of the items, the first list gives the mean judgment of the classroom hours required to teach the average distributive education student to apply the item independently in a work situation.[2] (The source for hours is Column C, Table 19, on page 73.) This information permits the reader to relate importance and preparation to classroom hours at a glance for these items.

Important knowlecge and skills where there is substantial agreement that the items can best be taught in the distributive education classroom:

	Hours (to apply independently in a work situation)
Human relations	
Ability to work with others	35 hours
Ability to deal with superiors	29
Fair treatment of minorities	25
Business etiquette	17
Ability to get other to work effectively	39
Communications	
Letter writing	17
Report writing	30
Listening and observing	20
Person-to-person discussion	31
Use of the telephone	8
Group discussions	32

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1. This mid-management section is based on the results found in Tables 19 and 20.

2. The reader is again reminded that respondents were not asked to make hour judgments for personal characteristic entries.

	Hours (cont.)
Marketing	
Salesmanship	39 hours
Mathematics	52[1]
Total	374

Thus, on the average, teacher-coordinators think the total mid-management classroom time necessary to teach the average student to apply these items independently in a work situation is 374 hours.

Important knowledge and skills where there is substantial agreement that the items can best be taught in a non-mid-management classroom:

	Per Cent (Who say better taught in non-D.E. classroom)
Communications	
Basic grammar	87 %

Personal characteristics which businessmen considered highly important (or moderately important) and seriously lacking in preparation, appear below with a notation where teacher-coordinators think each can best be taught.

Motivation or caring about job:	
Willingness to do routine work	(44% say on-the-job best)
Pride in doing work well	(44% say on-the-job best)
Human relations:	
Ability to take constructive criticism	(41% say on-the-job best)
Friendliness	(41% say D.E. classroom is best)

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[1] Adding basic arithmetic (25.8 hours) to business arithmetic (26.3) gives a total of 52 hours.

Table 19

Time and Place for Specific Areas of Knowledge and Skill in Community College or Vocational-Technical School Mid-Management Programs

The first 3 columns show the average of the teacher judgments on hours to each level for each knowledge and skill item; the next 4 show the percent of the teachers who indicated that the statement in the column applied to each item. The last column shows the number of teachers who did not respond for each item.

	A	B	C	D	E	F	G	H
	Acquire general notion (hours)	Ability to talk about (hours)	Ability to apply on job (hours)	D.E. subject, but I never taught it (percent)	Better taught in non-D.E. classroom (percent)	Better learned on the job (percent)	Can't teach well in any school or on any job (percent)	Number of omitted responses
Communications								
a. Writing								
1. Letter Writing	7.2	12.4	17.2	37.5	43.8	0.0	0.0	2
2. Report Writing	13.6	22.0	30.3	31.3	43.8	0.0	0.0	2
3. Spelling	20.0	20.0	100.0	13.3	93.3	0.0	0.0	3
4. Penmanship	20.0	20.0	50.0	13.3	93.3	0.0	0.0	3
5. Punctuation	12.5	15.0	40.0	13.3	86.7	0.0	0.0	3
b. Oral Presentation								
1. Group discussion	9.4	15.8	32.3	18.8	31.3	0.0	0.0	2
2. Prepared talks	11.9	22.6	33.3	11.8	41.2	0.0	0.0	1
3. Person-to-Person discussion	9.8	17.5	31.2	17.7	29.4	11.8	0.0	1
c. Basic Grammar	20.0	22.5	65.0	6.7	86.7	0.0	0.0	3
d. Listening and observing	7.5	16.2	20.4	31.3	25.0	12.5	0.0	2
e. Reading								
1. Reading for comphrension	5.5	5.7	21.3	0.0	80.0	6.7	0.0	3
2. Reading fast	4.0	5.7	18.8	0.0	80.0	0.0	0.0	3
f. Use of the telephone	1.6	2.5	7.6	37.5	6.3	12.5	0.0	2

Table 19 (continued)

	A (hrs)	B (hrs)	C (hrs)	D (%)	E (%)	F (%)	G (%)	H (freq)
Mathematics								
a. Basic arithmetic (addition, subtraction, division, multiplication)	6.5	14.5	25.8	11.8	58.8	0.0	0.0	1
b. Business arithmetic (discounts, mark-ups, mark-downs)	8.6	15.1	26.3	5.9	17.7	5.9	0.0	1
c. Mental arithmetic capability	5.6	11.1	17.8	11.8	23.5	11.8	0.0	1
d. Making change	1.9	2.8	5.7	20.0	6.7	20.0	0.0	3
e. Higher mathematics (algebra, geometry, trig, calculus)	32.5	42.5	83.3	0.0	87.5	0.0	6.3	2
f. Statistics	11.7	20.0	62.0	12.5	81.3	0.0	0.0	2
Human Relations								
a. Ability to get others to work effectively	11.1	21.2	38.5	5.6	11.1	22.2	0.0	0
b. Ability to work with others	9.4	18.0	34.6	5.6	11.1	22.2	0.0	0
c. Fair treatment of minorities (customers and employees)	8.0	14.7	24.6	16.7	5.6	22.2	0.0	0
d. Ability to deal with superiors	7.9	14.3	29.2	5.6	11.1	22.2	0.0	0
e. Business etiquette	4.5	8.4	16.5	5.6	5.6	22.2	0.0	0

Table 19 (continued)

	A (hrs)	B (hrs)	C (hrs)	D (%)	E (%)	F (%)	G (%)	H (freq)
Marketing								
a. Salesmanship	10.6	21.4	39.2	5.6	5.6	11.1	0.0	0
b. Marketing Research	10.1	21.6	49.6	16.7	16.7	5.6	0.0	0
c. Advertising	10.2	23.7	52.3	11.1	5.6	5.6	0.0	0
d. Sales promotion (display, contests, tradeshows)	9.7	22.1	49.8	22.2	0.0	5.6	0.0	0
e. Inventory records	6.3	14.0	23.6	16.7	5.6	0.0	0.0	0
f. Fashion trends	5.6	11.6	19.1	27.8	5.6	5.6	0.0	0
g. Buying	9.3	19.7	41.9	17.7	5.9	11.8	0.0	1
h. Transportation	8.1	16.8	36.0	41.2	11.8	5.9	0.0	1
i. Stockkeeping and inventory control	8.8	19.5	31.4	23.5	5.9	11.8	0.0	1
j. Credit	7.8	17.6	33.6	29.4	11.8	5.9	0.0	1
k. World trade	8.0	21.6	55.9	35.3	29.4	0.0	0.0	1
l. Channels of distribution	11.1	20.1	42.3	11.1	5.6	0.0	0.0	0
Financial Records								
a. Bookkeeping	19.2	40.0	72.5	29.4	52.9	0.0	0.0	1
b. Reading financial statements	6.0	14.3	31.6	25.0	43.8	0.0	0.0	2
c. Accounting (more than bookkeeping and reading financial statements)	37.0	76.0	142.0	25.0	56.3	0.0	0.0	2

Table 19 (continued)

	A (hrs)	B (hrs)	C (hrs)	D (%)	E (%)	F (%)	G (%)	H (freq)
Machines of Business								
a. Typewriter	13.7	20.0	55.0	13.3	86.7	0.0	0.0	3
b. Dictaphone	2.0	4.3	13.3	6.7	86.7	0.0	0.0	3
c. Calculator	8.7	13.3	25.0	13.3	86.7	6.7	0.0	3
d. Adding machine	4.7	7.7	15.0	26.7	73.3	6.7	0.0	3
e. Cash register	5.3	9.7	29.3	62.5	6.3	25.0	0.0	2
f. Weighing or measuring devices	6.7	13.3	17.0	64.7	0.0	17.7	0.0	1
Economics								
a. Techniques and strategy for setting prices	5.5	11.4	45.6	41.2	35.3	0.0	0.0	1
b. Free enterprise system in general	4.7	13.4	30.6	35.3	35.3	5.9	0.0	1
c. National income	3.7	8.5	18.2	29.4	41.2	0.0	0.0	1
d. Economic cycles	2.5	5.3	10.3	29.4	52.9	5.9	0.0	1
e. Business locations	5.0	11.0	22.6	25.0	12.5	12.5	0.0	2
f. Forecasting	6.6	11.0	23.1	41.2	17.7	0.0	0.0	1
g. Seasonal fluctuations	4.4	9.3	18.0	42.9	21.4	7.1	0.0	4
h. Money and banking (banking services and activities, role of money, etc.)	4.5	7.3	20.3	35.7	50.0	0.0	0.0	4
i. Sources of funds for starting and operating a business	5.7	12.7	24.7	52.9	23.5	0.0	0.0	1
j. Role of profit	5.0	10.6	24.6	29.4	11.8	5.9	0.0	1

Table 19 (continued)

	A (hrs)	B (hrs)	C (hrs)	D (%)	E (%)	F (%)	G (%)	H (freq)
Other Knowledge								
a. Knowledge of data processing	3.5	5.0	30.0	37.5	68.8	6.3	0.0	2
b. Insurance	4.0	9.7	30.5	41.2	41.2	5.9	0.0	1
c. Local trade laws	4.4	10.2	19.0	43.8	18.8	0.0	0.0	2
d. Business law	8.0	18.0	49.6	35.3	47.1	5.9	0.0	1
e. Federal laws and regulations	4.7	9.0	22.0	25.0	50.0	6.3	0.0	2
f. Unions	4.2	48.3	18.7	35.3	17.7	5.9	0.0	1
g. Cultural development (appreciation of literature, art, and music)	16.7	40.0	85.0	0.0	100.0	0.0	0.0	0
Business Organization, Procedure and Management								
a. Type of business organization	5.6	12.4	34.6	16.7	16.7	0.0	0.0	0
b. Business procedures (orders, invoices, deliveries, etc.)	4.4	9.9	26.2	16.7	16.7	11.1	0.0	0
c. Internal organization relationships	7.4	12.9	30.1	0.0	17.7	0.0	0.0	1
d. Supervision	7.6	14.9	33.2	11.1	11.1	11.1	0.0	1
e. Labor-Management relationships	8.9	14.4	34.9	16.7	16.7	0.0	0.0	0
Totals	586.3	1073.72	2356.8					

Table 20

Places In Community College or Vocational Training Mid-Management Programs, Including Best Places, Where Personal Characteristics Can Be Taught or Developed

(Total respondents 18 - Best places may not total 100% because of rounding)

The "yes" column indicates the percent of the respondents who thought the personal characteristic could be taught in that location; the "best" column indicates the percent who thought that would be the best place to teach it.

Personal Characteristics	D. E. Classroom		D. E. Club Program		On-The-Job		Non D. E. Classroom		Other		Number Who did not Answer
	yes	best	yes	best	yes	best	yes	best	yes	best	
Health and Strength											
a. Stamina	50.0	7.7	33.3	0.0	44.4	7.7	72.2	84.6	5.6	0.0	0
b. Health	55.6	20.0	33.3	0.0	33.3	0.0	66.7	80.0	0.0	0.0	0
c. Vitality	50.0	16.7	27.8	0.0	38.9	0.0	66.7	83.3	0.0	0.0	0
d. Good physical condition	55.6	14.3	33.3	0.0	38.9	0.0	72.2	85.7	0.0	0.0	0
Motivation or Caring About Job											
a. Knowing one's goal in life	100.0	82.3	77.8	5.9	83.3	0.0	50.0	11.8	0.0	0.0	0
b. Willingness to do routine work	83.3	37.5	83.3	18.8	100.0	43.7	44.4	0.0	0.0	0.0	0
c. Willingness to do extra assignments	88.9	41.2	83.3	23.5	100.0	35.3	44.4	0.0	0.0	0.0	0
d. Pride in doing work well	100.0	43.7	88.9	12.5	94.4	43.7	50.0	0.0	0.0	0.0	0
e. Enthusiasm	100.0	60.0	94.4	20.0	94.4	20.0	44.4	0.0	0.0	0.0	0
f. Aggressiveness	100.0	53.3	94.4	13.3	94.4	33.3	50.0	0.0	0.0	0.0	0
g. Ambition	100.0	70.6	94.4	0.0	94.4	29.4	44.4	0.0	0.0	0.0	0

Table 20 (continued)

	D.E. Classroom		D.E. Club Program		On-The-Job		Non-D.E. Classroom		Other		Number who did not Answer
	yes	best	yes	best	yes	best	yes	best	yes	best	
h. Determination	100.0	75.0	88.9	6.3	94.4	18.8	44.4	0.0	0.0	0.0	0
i. Perseverance	100.0	50.0	88.9	6.3	94.4	43.7	44.4	0.0	0.0	0.0	0
Mental Ability											
a. Reasoning logically	100.0	70.6	55.6	0.0	72.2	5.9	44.4	23.5	0.0	0.0	0
b. Imagination	100.0	53.0	83.3	11.8	77.8	23.5	44.4	11.8	0.0	0.0	0
c. Quickness to grasp meaning	94.4	56.2	55.6	6.3	72.2	12.5	50.0	25.0	0.0	0.0	0
d. Ability to apply knowledge	94.4	33.3	83.3	0.0	83.3	53.3	38.9	13.3	0.0	0.0	0
e. Ability to analyze	100.0	56.2	77.8	6.3	83.3	12.5	44.4	25.0	0.0	0.0	0
f. Alertness	100.0	31.2	83.3	0.0	83.3	50.0	27.8	18.8	0.0	0.0	0
g. Thinking quickly	100.0	43.7	88.9	0.0	77.8	37.5	33.3	18.8	0.0	0.0	0
h. Memory	100.0	41.2	88.9	11.8	77.8	23.5	33.3	23.5	0.0	0.0	0
Human Relations											
a. Ability to take constructive criticism	88.9	35.3	83.3	23.5	94.4	41.2	27.8	0.0	0.0	0.0	0
b. Friendliness	88.9	41.2	83.3	35.3	88.9	23.5	27.8	0.0	0.0	0.0	0
c. Tactfulness	83.3	37.5	88.9	6.3	88.9	56.2	27.8	0.0	0.0	0.0	0
d. Ability to get along with people	100.0	23.5	83.3	5.9	100.0	70.6	38.9	0.0	0.0	0.0	0
e. Ability to talk easily with people	94.4	12.5	88.9	50.0	94.4	37.5	38.9	0.0	0.0	0.0	0
f. Congeniality	100.0	23.5	94.4	41.2	94.4	35.3	38.9	0.0	0.0	0.0	0
g. Outgoing -- sociable	88.9	22.2	94.4	55.6	83.3	22.2	33.3	0.0	0.0	0.0	0

Table 20 (continued)

	D.E. Classroom		D.E. Club Program		On-The-Job		Non-D.E. Classroom		Other		Number who did not Answer
	yes	best	yes	best	yes	best	yes	best	yes	best	
Work Habits and Work Behavior											
a. Willingness to abide by regulations	88.9	26.7	72.2	13.3	94.4	60.0	38.9	0.0	0.0	0.0	0
b. Loyalty	88.9	43.7	77.8	18.8	88.9	37.5	33.3	0.0	0.0	0.0	0
c. Attention to details	94.4	50.0	72.2	0.0	83.3	50.0	38.9	0.0	0.0	0.0	0
d. Willingness to work on own	94.4	20.0	77.8	20.0	100.0	53.3	33.3	6.7	0000	0.0	0
e. Accuracy	94.4	56.2	72.2	0.0	100.0	43.7	38.9	0.0	0.0	0.0	0
f. Willing to take orders	88.9	31.2	77.8	0.0	100.0	68.7	38.9	0.0	0.0	0.0	0
Leadership											
a. Willingness to assume responsibility	88.9	12.5	94.4	68.7	88.9	18.8	33.3	0.0	0.0	0.0	0
b. Get people to work well	88.9	12.5	94.4	62.5	88.9	25.0	27.8	0.0	0.0	0.0	0
c. Desire to help others	83.3	6.7	94.4	66.7	94.4	26.7	33.3	0.0	0.0	0.0	0
d. Ability to organize	94.4	25.0	94.4	56.2	94.4	12.5	38.9	6.3	0.0	0.0	0
Attitude Toward Job											
a. Understanding what work means	88.9	25.0	72.2	6.3	100.0	68.7	22.2	0.0	0.0	0.0	0
b. Showing interest in job	88.9	25.0	66.7	12.5	100.0	62.5	22.2	0.0	0.0	0.0	0
c. Application to the task	88.9	31.2	72.2	12.5	94.4	56.2	27.8	0.0	0.0	0.0	0

Table 20 (continued)

	D.E. Classroom		D.E. Club Program		On-The-Job		Non-D.E. Classroom		Other		Number who did not Answer
	yes	best	yes	best	yes	best	yes	best	yes	best	
Temperament											
a. Patience	83.3	18.9	72.2	25.0	100.0	43.7	33.3	6.3	5.6	6.3	0
b. Control of temper	77.8	25.0	77.8	12.5	94.4	50.0	27.8	6.3	5.6	6.3	0
c. Tolerance	77.8	25.0	77.8	12.5	100.0	50.0	33.3	6.3	5.6	6.3	0
Other Individual Personality and Behavioral Characteristics											
a. Positive attitude (optimism)	94.4	68.7	77.8	6.3	88.9	25.0	33.3	0.0	0.0	0.0	0
b. Dependability	94.4	40.0	83.3	20.0	88.9	40.0	33.3	0.0	0.0	0.0	0
c. Safety consciousness	77.8	37.5	44.4	0.0	94.4	62.5	22.2	0.0	0.0	0.0	0
d. Smile	94.4	75.0	77.8	6.3	77.8	18.8	22.2	0.0	0.0	0.0	0
e. Hand shake	88.9	71.4	77.8	14.3	72.2	14.3	22.2	0.0	0.0	0.0	0
f. Self-confidence	94.4	40.0	83.3	20.0	94.4	40.0	33.3	0.0	0.0	0.0	0
g. Sincerity	94.4	50.0	77.8	21.4	88.9	28.6	27.8	0.0	0.0	0.0	0
h. Initiative	88.9	20.0	83.3	33.3	94.4	46.7	33.3	0.0	0.0	0.0	0
i. Manners	94.4	78.5	72.2	7.1	77.8	7.1	22.2	0.0	5.6	7.1	0
j. Willingness to take constructive criticism	94.4	57.1	77.8	14.3	94.4	28.6	27.8	0.0	0.0	0.0	0
k. Appearance	94.4	86.7	83.3	13.3	88.9	0.0	22.2	0.0	0.0	0.0	0
l. Honesty	83.3	66.7	83.3	6.7	94.4	26.7	22.2	0.0	0.0	0.0	0

Work habits and work behavior:	
Willingness to abide by regulations	(60% say on-the-job best)
Loyalty	(44% say D.E. classroom is best)
Attention to details	(50% say on-the-job best)
	(50% say D.E. classroom is best)
Leadership:	(about 60% think D.E. club program is best--see Table 20)
Other characteristics:	
Dependability	(40% say on-the-job best)
	(40% say D.E. classroom is best)
Initiative	(47% say on-the-job best)
Honesty	(67% say D.E. classroom is best)

The next 3 lists show those subject areas which 50 per cent or more of the mid-management teacher-coordinators believe should be taught somewhere other than the mid-management classroom.

1. Over 50 per cent of the coordinators thought certain items were best taught in a classroom--but not in a D. E. classroom:

Knowledge and Skills

Spelling (comm)	93%
Penmanship (comm)	93
Punctuation (comm)	87
Basic grammar (comm)	87
Reading for comprehension	80
Reading fast	80
Basic arithmetic (math)	59
Higher mathematics (math)	88
Statistics (math)	81
Bookkeeping (fin. records)	53
Accouting (fin. records)	56
Typewriter (machines)	87
Dictaphone (machines)	87
Calculator (machines)	87
Adding machine (machines)	73

Economic cycles (eco)	53%
Money and banking (eco)	50
Knowledge of data processing (other)	69
Federal laws and regulations (other)	50
Cultural development (other)	100

2. In no case did more than 28 percent of the coordinators think any knowledge and skill item is better learned on the job; and only for the following personal characteristics did over 50 percent think the job to be the best place to learn:

Ability to apply knowledge	53%
Alertness	50
Tactfulness	56
Ability to get along with people	71
Willingness to abide by regulations	60
Attention to details	50
Willingness to work on own	53
Willingness to take orders	69
Understanding what work means	60
Showing interest in job	63
Application to the task	56
Control of temper	50
Tolerance	50
Safety consciousness	63

This section--Results--has presented the findings of the businessmen and teacher-coordinators by giving the highlights of replies--first to structured and then to unstructured questions. The table that ranks the 62 skills and knowledge items by importance and preparation and other tables show the most and the least important items--and the best and worst prepared items--on a question-by-question basis. The next section--Discussion--focuses on the most important and least important areas by drawing on each pertinent question. For example, human relations is a major classification that includes several items; also it is a very important area for marketing and distribution. Under this heading--human relations--everything relating to this subject is pulled together from all the tables--both structured and unstructured--based on all the surveys--both businessmen and teacher-coordinators.

DISCUSSION

This section covers the analysis of the findings and the conclusions to which that analysis leads. It presents in the following order:

1. Comments on the reliability and limitations of the study as a whole and a general evaluation of its overall usefulness.
2. General subject areas and specific subjects which the study shows to be most important for marketing and distribution employees on their jobs; this accomplishes a major purpose of the study.
3. General subject areas of least importance to marketing and distribution employees on their jobs; such a discussion is worthwhile to permit distributive education curriculum designers to tell at a glance which parts of their present curriculum could be most safely de-emphasized without serious harm to the career preparation of their students.
4. Comparison of large firms with small firms; this discussion will be useful to D. E. curriculum planners whose students are primarily heading for employment in one or the other of these size groups.
5. Required education and experience of the labor force.

Reliability and Limitations

There are ample reasons to expect that the principal conclusions of this study regarding

1. importance for certain subject areas and
2. preparation of the current labor force in those areas

are valid for marketing and distribution jobs wherever those jobs exist. And, such conclusions are useable as a basis for making decisions regarding distributive education curricula throughout the nation.

The most important of those reasons concerns the pattern for responses during the field interviews and the general analysis of the data resulting therefrom. There was no identifiable difference in the responses from industry to industry regarding the principal conclusions. In addition, some of the respondents had lived and worked in other geographic areas of the nation and not once was there any indication that their answers depended in any way upon location. Finally, sample firms in this study are approximately proportional to employment in marketing and distribution-type jobs in United States industry.

Two other points are important to the general validity of the conclusions:

1. The employers were asked about the current labor force available for hiring--not about their long-time employees.
2. The employee group which was interviewed falls predominantly in the young, short-experience employee group where recollection of academic preparation is sharpest and where the realization of inadequacies is greatest.

However, it is only fair to point out that certain matters could slightly impair the study's validity.

1. Probably the most important of these is that the limiting of the study to the list of Standard Industrial Classifications described in the Introduction and used to define distributive education is undoubtedly inappropriate; fourteen of the sample firms said they had no marketing or distribution type employees. In addition, it is perfectly obvious that a good many Standard Industrial Classifications not included on the list have a very large number of marketing and distribution type jobs; for example, sales, order, and shipping personnel in manufacturing firms perform marketing and distribution functions; many of these jobs are of a non-technical nature and could easily be filled by graduates of distributive education programs. To the extent that D. E. graduates seek employment in such firms, findings of this study are probably somewhat less than fully applicable. However, even if the study had been expanded to include all SIC's or all marketing and distribution type jobs, it is almost certain the principal conclusions would remain unchanged.
2. There is probably some impairment of the study resulting from the selection of the employee respondents. The intended interviewing procedure of selecting at random from a list supplied by the employer was not followed in a substantial number of cases, because only a few employees met the respondents' specifications--and in some cases none at all; this meant that, in certain cases, the selecting procedure was more a matter of negotiation than of randomness, and it seems probable that employers suggested their best or most articulate employees. It seems unlikely, however, that an absolutely random process would have reached conclusions substantially different from those reported here.

3. Finally, there were certain isolated instances in which items on the questionnaire did not mean to the respondents what they were intended to mean; for example, the investigators intended that "business records" means all business record-keeping: stock lists, out lists, referral sources, and so forth, as well as accounting and financial records. But in many cases it was interpreted to mean accounting and financial records, exclusively. Similarly, they intended "planning" to mean planning for the firm, organization, or job. However, respondents frequently interpreted it to mean personal planning for themselves and for their own individual activities for the day, as well as planning for the firm. Obviously both interpretations were relevant to the respondents, but they were hard to separate. It seems likely that the study results do not present a clear picture of planning as meaning one or the other.

The study has 2 limitations of which the reader should be aware. First, it does not present any absolute measures of importance or preparation; it says only that certain general subject areas and specific subjects are relatively more or less important than others. Second, the results are not capable of saying exactly which rank certain subjects may hold. The paragraph entitled "Reliability" on page   gives a complete explanation of this point.

The authors have less confidence in the reliability and applicability of the "place to teach" and "classroom hours" results than in the importance and preparation results for the following reasons:

1. The survey was conducted among teacher-coordinators in the State of Washington only; although it is almost a complete census of those teacher-coordinators, it seems probably that teacher-coordinators responses would be conditioned by the specific nature of the D. E. program in their state. Therefore, it is inappropriate to generalize the results in this study to the teacher-coordinators outside the State of Washington.

2. The nature of the teacher-coordinator questionnaire itself led to some difficulty in the minds of the teacher-coordinators. Several respondents indicated that they felt the topics listed were interrelated and therefore, hard to separate. This meant that is was difficult for the teacher-coordinators to make hour judgments on some topic items. Many respondents also felt that their students varied from class to class; and in spite of a request to disregard this variation by considering average D. E. students, the teacher-coordinators found it difficult to do so. This means that the place to teach and classroom hour judgments should be viewed with caution until there is some additional supporting evidence of their validity.

3. Finally, the results of the mid-management teacher-coordinator survey are based upon only 16 individuals; while they do have some meaning, this is obviously too narrow a base to permit reliable generalization, probably even for the State of Washington, let alone the nation at large.

Areas of Greatest Importance[1]

The general subject areas of greatest importance in marketing and distribution type jobs are job and product knowledge, human relations, personal characteristics (excluding human relations), communications, and mathematics. In addition, there are 2 specific subjects of great importance: salesmanship and internal organization relations. The discussion below presents the evidence on each for importance and preparation and, when data is available, for classroom hours required to teach and for best place to teach.

Job or Product Knowledge

Definition. Job or product knowledge, which is also referred to as job knowledge in this study, consists of specialized technical knowledge and skills applicable to a particular job. This category is included in only one structured question. However, lists of statements which comprise this category for unstructured questions appear in the Appendix.

The following are examples of those statements:

Ability to drive a truck (for a trucking firm)
Background in music (for a music store)
Experience in a retail grocery
Directly related work experience
Experience and knowledge in the specific job
Experience with the product
Grasp of insurance (for an insurance firm)
Knowledge of banking (for a bank)
Mechanical ability (in glass work)
Product knowledge (bar savay)

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[1] Generally speaking, everything is more important for supervisors than for non-supervisors. Pages 388 and 389 in the Appendix give details on this point.

The lists for specific unstructured questions are noted at appropriate points below.

Importance. When the 4 business groups ranked the 9 general subject areas for importance, the results for job knowledge were as follows:

Respondent Group	Job Knowledge Importance Rank (from Table 5)
Employers about non-supervisors	3rd
Non-supervisors	3rd
Employers about supervisors	3rd
Supervisors	2nd

This general ranking was the only place job knowledge appeared in the structured portion of the questionnaire; however, in the unstructured portion, it showed its importance in 3 places:

1. When the 4 business groups were asked what knowledge and skills were important in marketing and distribution jobs, the job knowledge category was ranked first by employers and their non-supervisors and second by employers and their supervisors.[1]

Respondent Group	Job Knowledge Rank (from Table 8)
Employers about non-supervisors	1st
Non-supervisors	1st
Employers about supervisors	2nd
Supervisors	2nd

2. Even when the 4 groups were asked what personal characteristics were important, they mentioned job knowledge; yet, it is hard to see how anyone could identify such knowledge as a personal characteristic. The important point here is not how those comments ranked against other personal characteristics, but rather that they were mentioned at all. Therefore, it would be irrelevant to list the rank, but between 14 and 27 percent of each group mentioned some item that could be classified only as job or product knowledge.[2]

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[1] The list of statements included under job knowledge for this question appears in the Appendix on pages 229 to 255.

[2] The list of statements included under job knowledge for this question appears in the Appendix on pages 256 to 281 .

3. When employees were asked which of the subjects they had studied in school were most useful to them on the job, job knowledge ranked in third place for both non-supervisors and supervisors.[1] These subjects included, among others:

   - Anatomy
   - Auto shop
   - Electrical training
   - Distributive education
   - Health education
   - Music in general
   - Office machines
   - Agriculture
   - Art courses (imagination and displays)
   - Retailing

This strong evidence of the importance of job and product knowledge leads to the obvious conclusions that people should know what they are doing in their jobs. That conclusion is mentioned here primarily to put the other principal conclusions in perspective; but is also has some value in establishing the need for certain kinds of courses which usually fall within the distributive education curricula and which are discussed further in the recommendations.

Preparation. Every employer would like to have his employees come to him perfectly prepared in the task that they are to perform, so that he need do no training at all. Also, employees would probably feel better if they could step into their jobs without having to do much learning. This attitude can be easily inferred from the results of questions designed to examine preparation.

First of all, on the ranking of the 9 general subject areas according to preparation, job knowledge ranked last (that is, showed the poorest preparation) in every case but one, as shown below:

Respondent Group	Job Knowledge Preparation Rank (from Table 5)
Employers about non-supervisors	9th
Non-supervisors	9th
Employers about supervisors	6th
Supervisors	9th

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[1] The list of statements included under job knowledge for this question appears in the Appendix on pages 282 to 289 .

As with importance, there was no further opportunity to test for job knowledge in the structured portion of the questionnaire; but 3 of the unstructured questions revealed preparation in job knowledge.

1. When employers were asked about the principal weaknesses of the current labor force for marketing and distribution jobs, job knowledge ranked first for both the employer groups. In other words, these men believed their employees more poorly prepared in this area than in any other.[1] Examples cited include:

   College education does not provide work experience
   Lack of ability to perform the jobs required
   Lack of practical experience
   Lack of product knowledge
   Lack of specialized knowledge
   No experience
   Technical skills lacking
   Inadequate training
   Inability to perform functions

2. When employees were asked in what personal characteristics or knowledge they wished they were stronger or better prepared, job knowledge ranked as follows:[2]

Respondent Group	Job Knowledge Rank (from Table 13)
Non-supervisors	1st
Supervisors	2nd

3. When the 4 groups were asked what additional knowledge or training they recommended for persons in marketing and distribution jobs, job knowledge ranked first in all but one case.[3]

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[1] The list of statements included under job knowledge for this question appears in the Appendix on pages 301 to 314 .

[2] The list of statements included under job knowledge for this question appears in the Appendix on pages 315 to 325 .

[3] The list of statements included under job knowledge for this question appears in the Appendix on pages 326 to 343.

Respondent Group	Job Knowledge Rank (from Table 14)
Employers about non-supervisors	1st
Non-supervisors	1st
Employers about supervisors	3rd
Supervisors	1st

The clear picture from this evidence is that both employers and employees are dissatisfied with the level of preparation in those items of knowledge and skill which pertain to their specific jobs. What this means for distributive education curriculum designers is discussed under recommendations.

Best Places to Learn Job Knowledge. Because of the diversity of jobs and of the knowledge required for each, there was no way to measure the classroom hours required to teach job knowledge; nor, for the same reasons, was it possible to ask the teacher-coordinators the best place to teach it. However, when employees were asked what subjects were best learned on the job rather than in school, job knowledge ranked first for non-supervisors and second for supervisors.

In addition, the 4 business groups thought on the job training at work stations was the best place in general to obtain additional knowledge and training. In fact, as the table below shows, this location not only placed first but outdistanced second place considerably in frequency. It is difficult to imagine that respondents were thinking of anything other than job knowledge as the subject of their learning.

Best Place to Obtain Additional Knowledge and Training

Respondent Group	Rank	Frequency	
		on-the-job	2nd place item
Employers about non-supervisors	1st	84	17
Non-supervisors	1st	81	27
Employers about supervisors	1st	30	21
Supervisors	1st	39	25

The obvious conclusion is that the best place to teach job or product knowledge--especially to non-supervisors--is on the job.

Human Relations

Definition. Human relations means different things to different people. In this study it means knowledge, skills, or personal characteristics pertaining to working with people and getting along with them. It is defined more particularly by the specific lists of statements throughout the Appendix. When appropriate, a sampling of these lists appears in the discussion. Naturally the lists relating to importance and preparation are not the same; different questions produced different aspects of human relations. But the following lists give the general dimensions of human relations for this study.

Human relations entries classified as knowledge and skill:

Ability to get along with fellow workers and customers
Ability to meet people
Public relations
Retail personality
Social awareness
Tactfulness with people
Ability to appraise people working for them
Ability to direct
Ability to get others to cooperate
Ability to get others to work effectively
Ability to teach employees
Understanding people

Human relations entries classified as personal characteristics:

Friendliness
Outgoing personality
Cooperativeness
Willingness to help
Congeniality
Pleasantness
Tactfulness
Ability to sell self
Good attitude toward customers
One who likes people

Importance. This study points out repeatedly that human relations--whether it is considered a knowledge or a personal characteristic--is highly important in marketing and distribution jobs.

As the table on the following page shows, 3 of the 4 responding groups ranked it the most important among 9 general subject areas; and the fourth group placed it a close second.

Respondent Group	Human Relations Importance Rank (from Table 5)
Employers about non-supervisors	2nd
Non-supervisors	1st
Employers about supervisors	1st
Supervisors	1st

Furthermore, the importance scores on the 62 individual knowledge and skill items show agreement among all 4 business groups that the 5 human relations items rank high. Several of them rank first or second, and none fall below thirteenth place, as shown below:

	Importance Rank (from Table 3)			
Human Relations Item	Employer about Non-Supr.	Non-Supr.	Employer about Supr.	Supr.
Ability to work with others	1	1	2	1
Ability to deal with superiors	3	3	5	3
Fair treatment of minorities	7	6	12	12
Business etiquette	8	8	11	8
Get others to work effectively	13	11	1	2

In addition, the 4 business groups indicated that, in selected instances, the following 3 human relation entries ranked relatively high in importance compared to the 29 personal characteristics.

	Importance Rank (from Table 6)			
Human Relations Item	Employer about Non-Supr.	Non-Supr.	Employer about Supr.	Supr.
Ability to take constructive criticism	8	16	9	9
Friendliness	10	3	20	16
Tactfulness	13	21	13	17

Relative importance is not as clearly established for these 3 personal characteristic items as for the 5 knowledge and skill items; but, for the most part, they fall in the top half (1-14) of the rankings.

In addition to the structured questions just covered, 3 unstructured questions show the importance of human relations.

1. When asked what knowledge or skills they considered most important for marketing and distribution jobs, both employers and their supervisors mentioned human relations most frequently of the 15 possible classes of responses; the other 2 groups ranked it in second or third place, as shown below.[1]

Respondent Group	Human Relations Rank (from Table 8)
Employers about non-supervisors	3rd
Non-supervisors	2nd
Employers about supervisors	1st
Supervisors	1st

2. When asked what personal characteristics they considered most important for marketing and distribution jobs, the respondents again ranked human relations high among 14 classes. If leadership, temperament, and manners were included, human relations would rank first for every group.[2]

Respondent Group	Human Relations Rank (from Table 9)
Employers about non-supervisors	2nd
Non-supervisors	1st
Employers about supervisors	2nd
Supervisors	1st

3. When asked what extra-curricular activities in high school or college proved useful or valuable for marketing and distribution jobs, the 4 groups ranked human relations as follows among 9 categories.[3]

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[1] The list of statements classified as human relations for this question appears on pages 229 to 255 in the Appendix.

[2] The list of statements classified as human relations for this question appears on pages 256 to 281 in the Appendix.

[3] The list of statements classified as human relations for this question appears on pages 290 to 300 in the Appendix.

Respondent Group	Human Relations Rank (from Table 11)
Employers about non-supervisors	3rd
Non-supervisors	3rd
Employers about supervisors	1st
Supervisors	3rd

Thus, all the evidence designed to test importance from the general rankings, from the structured importance scores, and from the unstructured questions leads unmistakenly to the conclusion that human relations as defined here is one of the most important subject areas for persons in marketing and distribution jobs.

Preparation. Because of this importance, preparation becomes a matter of great consequence; but there is disagreement among the groups about it. In ranking the labor force with regard to preparation in 9 general areas employers thought the labor force was relatively poorly prepared--whereas employees themselves thought they were somewhat better prepared, but certainly not well prepared.

Respondent Group	Human Relations Preparation Rank (from Table 5)
Employers about non-supervisors	8th
Non-supervisors	4th
Employers about supervisors	9th
Supervisors	4th

On the other hand, when considering the 5 entries classified as human relations in the 62 items of knowledge and skills, employees thought they were rather poorly prepared while the employers thought preparation was relatively good. The only exception was the employers' thinking toward "ability to get others to work effectively."

Human Relations Item	Preparation Rank (from Table 3)			
	Employer about Non-Supr.	Non-Supr.	Employer about Supr.	Supr.
Ability to work with others	4	10	6	11
Ability to deal with superiors	3	13	4	13
Fair treatment of minorities	1	16	3	19
Business etiquette	5	22	8	26
Get others to work effectively	20	24	17	38

Thus, in ranking individual topics, as opposed to the general subject areas, employees perceive lower preparation than employers--rather than the reverse. In the one instance, employers seemed to be saying preparation was poor and in the other that it was quite good. Employees, on the other hand, were more consistent and seemed to be saying in each case that they were only moderately well prepared and that there was room for improvement. However, both groups thought there was relatively poor preparation in "getting others to work effectively."

Three of the 29 personal characteristics items were classified as human relations. Their preparation ranking follows:

Human Relations Item	Preparation Rank (from Table 6)	
	Employers about Non-supervisors	Employers about Supervisors
Ability to take constructive criticism	12	22
Friendliness	10	12
Tactfulness	25	25

Here again, there clearly is room for improvement.

As with importance, there were 3 unstructured questions on the business surveys concerning preparation. These also indicated how poorly prepared employees were in human relations, as the following results reveal.

1. When employees were asked in what personal characteristics or knowledge they wished they were stronger or better prepared, supervisors mentioned human relations items most frequently of the 17 classes; non-supervisors ranked it in second place.[1]

Respondent Group	Human Relations Rank (from Table 13)
Non-supervisors	2nd
Supervisors	1st

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[1] The list of statements classified as human relations for this question appears on pages 315 to 325 in the Appendix.

2. When businessmen were asked what additional education or training they would recommend for marketing and distribution jobs, one group ranked it in first place out of 15 classes; the other 3 groups ranked it in second place, as the following table shows.[1]

Respondent Group	Human Relations Rank (from Table 14)
Employers about non-supervisors	2nd
Non-supervisors	2nd
Employers about supervisors	1st
Supervisors	2nd

3. When employers were asked what principal weaknesses they found in employees and applicants, human relations ranked relatively high among the 17 classes.[2]

Respondent Group	Human Relations Rank (from Table 12)
Employers about supervisors	2nd
Employers about non-supervisors	6th

Thus, the unstructured questions clearly indicate a need for more human relations preparation. Coupled with the structured results, these findings lead to the conclusion that the current labor force for marketing and distribution jobs needs substantially more preparation in topics which can be generally described as human relations.

Classroom Hours Needed. Shown on the following page is the length of time (in hours) that high school and community college teacher-coordinators estimated it takes to teach the average D. E. student to acquire sufficient knowledge to understand each of the 5 listed human relation items thoroughly and apply or use it without assistance in the usual beginning work situation.

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1. The list of statements classified as human relations for this question appears on pages 326 to 343 in the Appendix.

2. The list of statements classified as human relations for this question appears on pages 301 to 314 in the Appendix.

Human Relation Skills	Hours required for average D. E. student to apply on the job	
	In high school	In community college
Get others to work effectively	30.4 hrs.	38.5
Ability to work with others	24.7	34.6
Fair treatment of minorities	17.3	24.6
Ability to deal with superiors	20.2	29.2
Business etiquette	16.8	16.5
TOTAL	109.4 hrs.	143.4 hrs.

Both groups placed similar time emphasis on these knowledge and skill items; for example, the first 2--ability to get others to work effectively and ability to work with others-take longer than the other 3, and business etiquette takes the least time for both.

Best Place to Teach. Both the business and teacher groups indicated opinions on the best place to teach human relation knowledge and skills, and they disagreed. Less than 25 percent of the high school teachers and less than 35 percent of the mid-management teachers indicated somewhere outside the D. E. classroom[1] would be better for human relations; but when employees were asked what is the best learned on the job, human relations ranked as follows among 12 classes.

Respondent Group	Human Relations Rank (from Table 16)
Supervisors	1st
Non-supervisors	2nd

The coordinators considered the best places to teach 7 personal characteristics classified as human relations. Although 70 percent or more said these items could be taught in either the D. E. classroom, D. E. club program, or on the job, only about 40 percent or less of both coordinator groups thought any one of them would be the best place.

Thus, while human relations can be taught or developed in more than one place, there is no clear cut opinion on the best place to teach it. This suggests that perhaps the best approach would be a combined effort by teacher and employer in the D. E. classroom, in the D. E. club program, and on the job.

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[1] See Tables 17 and 19 .

Personal Characteristics (excluding human relations)

Definition. A personal characteristic is a trait or distinctive feature in the make-up of an individual's personality system. The items which define this category in the structured questions are listed in Table 6 for the businessmen and Tables 18 and 20 for the teacher-coordinators. The statements which were classified under personal characteristics in the unstructured questions appear in the Appendix and are cited where appropriate in the following discussion.

Importance. When comparing the 9 general subject areas (knowledge and skills), respondents ranked personal characteristics high in importance, as shown below.

Respondent Group	Personal Characteristics Importance Rank (from Table 5)
Employers about non-supervisors	1st
Non-supervisors	2nd
Employers about supervisors	2nd
Supervisors	3rd

When the 4 business groups considered the importance of the 29 specific personal characteristics for marketing and distribution jobs, they were in agreement for the most part.[1] The table below shows the top 7 personal characteristics for each group. A dash means the characteristic ranked lower (in importance) than seventh place for that group.

	Respondent Group			
Characteristic	Employer about non-Supervisor	Non-Supervisor	Employer about Supervisor	Supervisor
honesty	1	1	1	1
dependability	2	2	2	2
		*		
willingness to assume responsibility	-	5	3	3
loyalty	3	6	4	4

(continued on next page)

* "Friendliness" ranks third for this group but is omitted because it has been included under human relations.

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1. Source: Table 6 on pages 31 and 32 .

	Respondent Group (continued)			
Characteristic	Employer about non-Supervisor	Non-Supervisor	Employer about Supervisor	Supervisor
willingness to abide by regulations	4	-	-	-
pride in doing work well	5	4	6	5
initiative	7	-	5	6
attention to detail	6	7	-	-
enthusiasm	-	-	7	-
ability to apply knowledge	-	-	-	7

The employers and employees unanimously agreed that honesty was most important and dependability was second most important. Also, employers and their supervisors showed remarkable agreement about the characteristics which are important for supervisors and about their ranking.

The business groups also indicated the importance of personal characteristics through replies to 2 unstructured questions.

1. When asked to mention knowledge and skill items they considered important in marketing and distribution jobs, a large percentage (shown below) of these respondents mentioned personal characteristics in spite of the specific request to mention only items of knowledge and skill.

	Personal Characteristics (from Table 8)	
Respondent Group	Percent of Respondents	Rank
Employers about non-supervisors	31%	2nd
Non-supervisors	22	4th
Employers about supervisors	21	3rd
Supervisors	12	5th(tie)

2. When the respondents were asked what personal characteristics they believed to be important on the job, some of the same items that were on the structured list appeared again in a different way, but some new items also showed up.

The table below gives the characteristics and the ranking (out of 15 classes) of each by group.[1]

Characteristic	Rank (from Table 9) Respondent Group: Employer about non-Supervisor	Non-Supervisor	Employer about Supervisor	Supervisor
other individual personality and behavorial characteristics	1 (tie)	2	1	2
appearance	1 (tie)	4	7	8 (tie)
motivation or caring about job	4	6	2 (tie)	4
honesty	5	3	6	3
work habits and work behavior	7	5	8	5 (tie)
leadership	14 (tie)	13	5	5 (tie)

It is necessary to pause here and define by examples the meaning of the terms in this table which are collections of individual personal characteristics.

The first of these, "other individual personality and behavorial characteristics," includes entries such as the following which do not fit in the remaining personal characteristic categories.

Common sense
Dependability
Good Humor
Initiative
Open-mindedness
Self-confidence
Sincerity
Positive attitude
Maturity
Good personal life

The others, namely, "motivation or caring about job," "work habits and work behavior," and "leadership"--are defined by the items included under each in both the structured and the unstructured questions, as shown on the following page.

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[1] The list of statements included under each category in this question appears on pages 256 to 281 in the Appendix.

Motivation or caring about job

Unstructured

aggressiveness
dedication
desire for growth
determination
goal in life
willingness to work and learn
enthusiasm
pride in doing a good job
willingness to do the little something extra
good attitude toward work

Structured

pride in doing work well
enthusiasm

Work habits and work behavior

Unstructured

accuracy
attendance
loyalty
promptness
responsibility
safety consciousness
willingness to do routine work
ability to work without supervision
attention to details
willingness to do a variety of things
willingness to take orders

Structured

loyalty
willingness to abide by regulations
attention to detail

Leadership

Unstructured

ability to get others to perform
ability to give as well as take orders
ability to supervise
ability to organize
ability to handle people
ability to teach others

Structured

willingness to assume responsibility

The discussion so far shows that the same kinds of thoughts occurred to businessmen as being important in both the structured and the unstructured situation and that certain specific personal characteristics were favored by all or by the majority of the 4 business groups. For example, all the respondent groups mentioned the importance of "honesty," "motivation or caring about job," "appearance," and "work habits and work behavior," and the catch-all category, "other". Furthermore, both employers and their supervisors stressed the importance of "leadership."

Preparation. When comparing the 9 general subject areas for preparation, employees considered themselves much better prepared in personal characteristics than did their employers.

Respondent Group	Preparation Rank (from Table 5)
Employers about non-supervisors	7th
Non-supervisors	3rd
Employers about supervisors	8th
Supervisors	3rd

But when employers weighed the preparation of those 9 specific personal characteristics which they considered to be most important from the list of 29, they believed their employees to be adequately prepared in the following 4.

	Preparation Rank (from Table 6)	
Characteristic	Employer about Non-Supervisor	Employer about Supervisor
Honesty	1	1
Dependability	4	2
Loyalty	6	3
Willingness to abide by regulations	5	4

On the other hand, the important items in which the employers considered employees poorly prepared were:

Characteristic	Preparation Rank (from Table 6) Employer about Non-Supervisor	 Employer about Supervisor
Pride in doing work well	15	13
Attention to detail	22	28
Initiative	28	20
Willingness to assume responsibility	21	11
Enthusiasm	24	19
Ability to apply knowledge	20	14

Answers to 2 unstructured questions also shed light on the degree of preparation that the current labor force possesses in these personal characteristics.

1. When employers were asked the principal weaknesses found in their employees and applicants, the following (according to each employer responding group) were the rankings out of 17 possible classes.[1]

	Personal Characteristics Rank (from Table 12)
Employers about non-supervisors	
Other personal characteristics	2nd
Appearance	3rd
Motivation, interest, caring about job	4th
Attitude toward job	7th
Employers about supervisors	
Leadership	3rd
Other personal characteristics	4th
Unwillingness to accept responsibility	6th
Motivation, interest, caring about job	7th

2. When asked in what personal characteristics or knowledge they wished they were stronger or better prepared, the non-supervisors ranked personal characteristics in third place

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[1] The list of statements for each category in this question appears on pages 301 to 314 in the Appendix.

(after job knowledge and human relations); supervisors ranked it in fifth place (after job knowledge, human relations, oral communications and general communication).

Thus, in all but a few of the personal characteristics which are most important, there is substantial room for improvement in preparation; of course, probably not very much can ever be done about the "other" category as a whole because of its diversity.

Place(s) to Develop Personal Characteristics. Employees and teachers were probably in fairly close agreement in their choice of place(s) to teach or develop personal characteristics, although a direct comparison is not possible. Only 12 to 18 percent of the employee respondents thought "on-the-job" was better than the classroom for these characteristics; and only in a few instances did more than half of the teacher-coordinators think on-the-job was best. On the other hand, the majority of the high school and mid-management coordinators said personal characteristics could be taught or developed in any of 3 places--and on-the-job was one of them. The only exception concerned the 4 health and strength items which they thought could not be developed on-the-job.

Given below are all major classifications of personal characteristics which businessmen thought were important. Each entry shows: [1]

a. Places where the majority of teachers (both high school and mid-management) believed the characteristic (either classification or individual entry) could be taught or developed.

b. The best place to teach it--if any.

c. Any difference of opinion about (1) and (2) between high school and mid-management coordinators. No comment about difference means the 2 groups agreed.

I. Motivation or caring about job
   a. Places--D. E. classroom
      D. E. club program
      on-the-job
   b. No best place for all entries
      Best place for 2 individual entries classified under "motivation or caring about job"

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[1] Source: Tables 18 and 20 .

1. Pride in doing work well--on-the-job (high schools)
on-the-job (mid-management)
D.E. classroom (mid-management)
2. Enthusiasm--none (high schools)
D. E. classroom (mid-management)

II. Mental Ability
a. Places--D. E. classroom
on-the-job
b. No best place for all entries
Best place for one individual entry classified under mental ability
1. Ability to apply knowledge--on-the-job

III. Work habits and work behavior
a. Places--D. E. classroom
D. E. club program
on-the-job
b. No best place for all entries
Best place for 3 individual entries classified under "work habits and work behavior"
1. Willingness to abide by regulations--on-the-job
2. Loyalty--on-the-job (high schools)
D. E. classroom (mid-management)
3. Attention to details--on-the-job

IV. Leadership
a. Places--D. E. classroom
D. E. club program
on-the-job
b. Best place--D. E. club program

V. Other individual personality and behavioral characteristics
a. Places for individual items
1. Dependability--on-the-job (high school)
D. E. classroom (mid-management)
on-the-job (mid-management)
2. Sincerity--D. E. classroom
3. Initiative--on-the-job
4. Manners--D. E. classroom
5. Appearance--D. E. classroom
6. Honesty--D. E. classroom

In a nutshell, most of the high school and mid-management coordinators favored 3 places to develop personal characteristics--D. E. classroom, D. E. club program, and on-the-job. Although these educators differed on the best place for the various entries, they looked to the D. E. club program to develop leadership traits.

Communications

Definition. In this study, communications means all aspects of conveying information from one person to another; it embraces such mechanical skills as spelling and punctuation, such academic skills as English and basic grammar, and such thought-transference skills as group discussions and prepared talks. Nine of the 13 topics which communications includes for the structured questions appear below; the complete list appears in Table 3 . The lists of statements which communications include in the unstructured questions appear in the Appendix and are noted where appropriate.

Importance. In ranking the 9 general subject areas for importance, each business group ranked oral and written communications in fourth place. Thus, there is unaminous agreement that it is in the upper half of the general areas for importance.

Thirteen of the 62 specific knowledge and skill items were communication items. Only 4 of those 13 ranked in the bottom half for importance and the lowest was Item 43. Given below are the 9 in the top half (upper 50 percentile) with their importance ranking for the 4 business groups.

	Communications Importance Rank (from Table 3)			
Communication Item	Employer about non-Supervisor	Non-Supervisor	Employer about Supervisor	Supervisor
listening and observing	2	2	4	4
person-to-person discussion	5	4	3	5
basic grammar	9	7	13	13
use of telephone	10	10	8	6
reading for comprehension	14	14	14	14
penmanship	16	18	24	21
spelling	17	17	22	17
group discussions	20	22	15	19
report writing	28	40	26	26

The figures above reveal some very important topics and some moderately important ones; this reinforces the (9) general subject area rankings and shows that communications in general is important. While it is not the most important subject area, some of its specific subjects are among the most important identified in the study.

The same picture appears in the 3 unstructured questions which measured importance.

1. When businessmen were asked what knowledge and skills were most important to employees in marketing and distribution jobs, communications' ranking (out of 15 possible classes) was as follows.[1]

Respondent Group	Communications Rank (from Table 8)
Employers about non-supervisors	5th
Non-supervisors	5th
Employers about supervisors	7th
Supervisors	3rd

2. When employees were asked what subjects had been most useful to them in their job, they gave several responses which were classified separately but which clearly fall under the general heading of communications. Therefore, adding together basic English, oral communications, spelling, written communications, reading, and communications (general), the total communications subject area ranks first (out of 12 possible classes) with both the non-supervisory and supervisory respondent groups.[2] In fact, over 50 percent of both supervisors and non-supervisors mentioned some form of communications as a useful subject. The individual communications area that the employees mentioned most frequently was basic English.

3. When the 4 groups were asked what extra-curricular activities were most valuable to employees in marketing and distribution

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[1] The list of specific statements which comprise communications for this question appears on pages 229 to 255 in the Appendix.

[2] The list of specific statements which comprise communications for this question appears on pages 282 to 289 in the Appendix.

type jobs, some of their responses were classified as oral communications and some as written communications. When these 2 classes are added together, the ranking of communications (out of 8 possible categories) is as follows.[1]

Respondent Group	Communications Rank (from Table 11)
Employers about non-supervisors	3rd
Non-supervisors	4th
Employers about supervisors	2nd
Supervisors	4th

Preparation. In ranking the 9 general subject areas on preparation, employers and employees disagreed, just as they did with human relations. In this case, employers were relatively dissatisfied with the degree of preparation their employees had in the general area of communications, whereas employees were relatively well satisfied.

Respondent Group	Communications Preparation Rank (from Table 5)
Employer about non-supervisor	6th
Non-supervisor	2nd
Employer about supervisor	7th
Supervisor	2nd

From the 62 specific knowledge and skill items, 11 of the 13 communications items were ranked in the top half for preparation by all groups except employers concerning their supervisors. Here again, the disagreement between employers and employees is apparent. Employees considered themselves better prepared in the mechanical and receiving aspects of communications than in the thought-transference aspects. Yet the employers believed their employees poorly prepared in both areas. The next table is arranged to illustrate this division and also to show the difference in employer and employee feelings. For that reason, the 2 employee groups are in the left-hand column, and the 2 employer groups are in the 2 right-hand columns. The final item, reading fast, does not really fit into either of the 2 categories and is included only for information and reference.

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[1] The list of specific statements which comprise communications for this question appears on page 290 to 300 in the Appendix.

MECHANICAL AND RECEIVING ASPECTS

	Employees		Employers	
Item	Non-Supervisor	Supervisor	Employer about non-Supervisor	Employer about Supervisor
grammar	2	3	9	19
spelling	5	4	17	31
punctuation	8	2	25	38
penmanship	11	10	24	37
listening and observing	6	5	12	15
reading for comphrension	9	9	14	23

THOUGHT TRANSFERENCE ASPECTS

	Employees		Employers	
Item	Non-Supervisor	Supervisor	Employer about non-Supervisor	Employer about Supervisor
group discussions	17	15	11	26
person-to-person discussion	20	16	8	11
prepared talks	21	17	28	33
letter writing	23	18	31	53
report writing	30	25	27	34
use of telephone	52	57	7	9
reading fast	35	21	32	46

But how well prepared is the current labor force in the 9 communications areas which are considered especially important for marketing and distribution jobs? If one of these items ranked in second place in importance and also ranked in second place in preparation, then the most reasonable conclusion would be that the preparation of the labor force in that item was in its proper proportional relationship. The same is true for any item; if preparation exactly matches importance, the labor force is about as well prepared as it should be in that item.

The following table permits a direct comparison between importance and the lowest preparation rankings[1] for each of the 9 items listed as most important on the preceding pages. This comparison points out that:

Employers saw need for improvement in
- listening and observing
- penmanship

Employees saw need for improvement in
- person-to-person discussion
- use of the telephone

Both employers and employees thought the employees had about the right proportionate amount of preparation in
- basic grammar
- reading for comphrension
- spelling
- group discussions
- report writing

(Item & Importance Rank) Respondent Group Preparation Ranking

	Non-Supervisor	Supervisor	Employer about non-Supervisor	Employer about Supervisor
listening and observing (2)[2]	-	-	12	15
person-to-person discussion (5)	20	16	-	-
basic grammar (9)	-	-	9	19
use of telephone (10)	52	57	-	-
reading for comphrension (14)	-	-	14	23
penmanship (16)	-	-	24	37
spelling (17)	-	-	17	31
group discussions (20)	17	15	11	26
report writing (28)	30	25	27	34

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[1] The last 4 columns relating to preparation contain 2 figures and 2 blanks for each of the 9 items. The figures given are always higher (meaning more poorly prepared) than the columns without numbers.

[2] Ranking of employers concerning their non-supervisors.

In summary, the preparation rankings of the 62 knowledge and skill items show selective opportunities for improvement in the preparation of the labor force in communications. There is not unanimity among the 4 groups regarding these opportunities; rather they are perceived either by the employees or by the employers.

The unstructured questions give about the same picture of preparation in communications, except that there is agreement among the 4 groups.

1. When employers were asked what they thought were the principal weaknesses of the labor force for marketing and distribution jobs, communications ranked fifth out of 17 when they were speaking of non-supervisors and eighth when they were speaking of supervisors.[1]

2. When all 4 groups were asked what additional education or training they would recommend, the communications responses fell into 4 categories: oral communications, basic English, written communications, and communications (general). When these 4 are added together, the results (out of 12 possible classes) are as follows.[2]

Respondent Group	Communications Rank (from Table 14)
Employers about non-supervisors	3rd
Non-supervisors	3rd
Employers about supervisors	4th
Supervisors	4th

3. When employees were asked in what personal characteristics or knowledge they wished they were stronger or better prepared, the answers were again in 4 categories: oral communications, written communications, communications (general), and English.[3]

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[1] The list of statements included under communications for this question can be found on page 301 to 314 in the Appendix.

[2] The list of statements included under each of these 4 communication areas for this question can be found on page 326 to 343 in the Appendix.

[3] The list of statements included under each of these 4 communication areas for this question can be found on page 315 to 325 in the Appendix.

When these 4 are added together, communications ranks first (out of a possible 13 classes) for both supervisors and non-supervisors.

Best Place to Teach. When asked what areas were best learned on-the-job, no more than 11 percent of supervisors or non-supervisors mentioned communications. As the following table shows, this percentage is substantially below the first-and second-place items.

Subject Area	Percent Mentioning Non-Supervisors	Percent Mentioning Supervisors
Job knowledge	52%	45%
Human relations	40%	54%
Communications	10%	11%

Thus, the majority of the employees thought on-the-job was not the place to teach communications.

The best place is in the classroom. And teacher-coordinators apparently felt that part of the communications subject matter should be taught in the D. E. classroom and part should be taught in some other classroom. Between 63 and 82 percent of the high school coordinators stated that writing, grammar, and reading should be taught in some classroom other than the D. E. classroom. However, about 80 percent or more of them felt that oral presentation, listening and observing, and use of the telephone should be taught in the D. E. classroom.

The spread for community college coordinators was a little greater. Between 44 and 93% of them said that writing, grammar, and reading should be taught in a non-D. E. classroom while about 60 percent or more believed that oral presentation, listening and observing, and use of the telephone should be taught in the D. E. classroom.

In short, the mechanical aspects of communication should probably be taught in some other classroom while the thought-transference aspects should be taught in the D. E. classroom.

Classroom Hours Needed. For those communications items which the majority thought should be taught in the D. E. classroom, the following table gives the classroom hours necessary to teach the average D. E. student to apply the item independently in a work situation.

Communications Item	Approximate Hours Needed High School[1]	Community College[2]
Oral Presentation		
Group discussion	30 hours	32 hours
Prepared talks	24	33
Person-to-person discussion	30	31
Listening and observing	38	20
Use of the telephone	9	8

Mathematics

Definition. At the outset, mathematics was meant to include all mathematical topics from the most basic to the most complex. However, it became apparent very quickly that the respondents were considering it to mean only the more fundamental arithmetic concepts. Therefore, in the discussion below, mathematics means only those fundamental arithmetic concepts which are adequately described by the list of specific mathematics subjects in the following section labeled importance. The 2 subjects "higher mathematics" and "statistics" which appear near the bottom of the importance ranking of the 62 items are obviously unimportant and are disregarded here. The lists of statements which are included in mathematics for the unstructured questions appear in the Appendix and are cited where appropriate.

Importance. When the 9 general categories were ranked for importance, each of the 4 business groups placed mathematics in fifth place (or halfway between the most and least important category).

With the elimination of higher mathematics and statistics as noted above, there are 4 mathematics subjects in the list of 62 items of knowledge and skills. The importance ranking for these 4 is shown on the next page.

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1. Source: Column C in Table 17 .

2. Source: Column C in Table 19 .

Arithmetic Item	Importance Ranking (from Table 3)			
	Employer about non-Supervisor	Non-Supervisor	Employer about Supervisor	Supervisor
basic arithmetic	6	5	7	7
making change	11	13	37	41
mental arithmetic capability	12	12	16	15
business arithmetic	21	19	19	20

Except for the employers and their supervisors rating of "making change," the importance ranks are all in the upper half, and most of them are in the upper 25 percent.

Two unstructured questions also indicated the importance of mathematics.

1. When the 4 business groups were asked what knowledge and skills they considered most important for employees in marketing and distribution jobs, the mathematics rankings (out of 15 possible classes) were high for non-supervisors but lower for supervisors, as shown below:[1]

Respondent Group	Math Rank (from Table 8)
Employers about non-supervisors	4th
Non-supervisors	3rd
Employers about supervisors	6th*
Supervisors	5th* (tie)

*The percentage mentioning mathematics in this group was less than half that for the employers and their non-supervisors.

2. When employees were asked what were the most useful subjects they had studied in school, mathematics ranked first for both groups (out of 17 possible classes).[2] In fact, 50 percent of both supervisors and non-supervisors mentioned this subject area.

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1. The list of statements included under mathematics for this question appears in the Appendix on pages 229 to 255 .

2. The list of statements included under mathematics for this question appears in the Appendix on pages 282 to 289 .

The evidence, therefore, seems to indicate that mathematics is important for persons in marketing and distribution jobs.

Preparation. When comparing the 9 general categories, the businessmen stated that employees were adequately prepared in mathematics. As the table below shows, supervisors and non-supervisors ranked themselves better prepared in this area than in the remaining 8; rankings of employers fell no lower than third best.

Respondent Group	Math Preparation Rank (from Table 5)
Employers about non-supervisors	3rd
Non-supervisors	1st
Employers about supervisors	2nd
Supervisors	1st

But there was disagreement on the adequacy of preparation in specific math topics. As the next table shows, employees seemed to feel their preparation in basic arithmetic and mental arithmetic capability was adequate. Employers agreed with regard to basic arithmetic but saw substantial room for improvement in mental arithmetic capability. On the other hand, employers felt that change making ability was adequate, whereas employees saw themselves as needing additional preparation. Preparation in business arithmetic was adequate for all except employers talking about non-supervisors.

Arithmetic Item	Math Preparation Rank (from Table 3)			
	Employer about non-Supervisor	Non-Supervisor	Employer about Supervisor	Supervisor
basic arithmetic	6	1	7	1
change making	2	18	1	27
mental arithmetic capability	30	3	21	6
business arithmetic	33	14	12	12

Two of the unstructured questions also tested preparation in mathematics.

1. When employers were asked what they thought were the principal weaknesses of the current labor force for marketing and distribution jobs, mathematics ranked ninth and eleventh

out of 17 possible classes. Thus, employers did not think mathematics preparation to be a principal weaknesses in the current labor force.[1]

2. When employees were asked in what subjects they wished they were stronger or better prepared, mathematics ranked as follows from a possible list of 16.[2]

Respondent Group	Math Rank (from Table 13)
Non-supervisors	4th (tie)
Supervisors	8th (tie)

3. When the 4 groups were asked what additional training they would recommend for persons in marketing and distribution jobs, mathematics ranked as follows out of 15 possible classes.[3]

Respondent Group	Math Rank (from Table 14)
Employers about non-supervisors	6th
Non-supervisors	8th
Employers about supervisors	8th (tie)
Supervisors	9th (tie)

The evidence on preparation indicates, for the most part, that the current labor force for marketing and distribution jobs is adequately prepared in mathematics. However, according either to employers or to employees, selected opportunities for improvement do exist, in making change, mental arithmetic capability, and business arithmetic.

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[1] The list of statements classified under mathematics for this question appears on pages 301 to 314 in the Appendix.

[2] The list of statements classified under mathematics for this question appears on page 315 to 325 in the Appendix.

[3] The list of statements classified under mathematics for this question appears on page 326 to 343 in the Appendix.

Best Place to Teach. When employees were asked what subjects were best learned on the job, only 2 percent mentioned mathematics. These results indicate that some sort of classroom is the best place.

High school coordinators' opinions on the type of classroom are summarized in the table below.

Arithmetic Subjects	Where to Teach
basic arithmetic	about 60% or more believed the D.E. classroom would be best
business arithmetic	approximately 95% believe D.E. classroom would be best
mental arithmetic capability	approximately 90% believe the D.E. classroom would be best
making change	about 98% believe the D.E. classroom would be best

Community college mid-management coordinators were less certain that the D. E. classroom would be the best place to teach arithmetic, as shown below.

Arithmetic Subjects	Where to Teach
basic arithmetic	about 60% believe that a *non-D.E.* classroom would be best
business arithmetic	about 80% believe that the D.E. classroom would be best
mental arithmetic capability	about 75% believe the D.E. classroom would be best
making change	about 95% believe the D.E. classroom would be best

In summary, all the businessmen thought that *some* classroom would be the *best* place to teach mathematics; and, in every case but one, the teacher-coordinators felt that the D. E. classroom would be better than a non-D. E. classroom for the 4 specific arithmetic subjects just discussed.

Classroom hours necessary. The classroom hours necessary to teach the average D. E. student to apply the various topics independently in a work situation are listed below. Both groups estimated about the same length of time for each entry.

Arithmetic Subjects	Approximate Classroom Hours High School (from Table 17)	 Community College (from Table 19)
basic arithmetic	27 hours	26 hours
business arithmetic	25	26
mental arithmetic capability	18	18
making change	9	6

Salesmanship

Definition. One of the specific knowledge and skills items classified under marketing seemed important enough to businessmen to warrant individual treatment.[1] That item is salesmanship, sometimes labeled sales and selling in this report. As used here, the term salesmanship means all the knowledge, skills, techniques and procedures involved in face-to-face selling.

Importance. Salesmanship ranked as high as fourth place but no lower than ninth place in importance among the 62 specific knowledge and skill items. As the following table shows, employers ranked this marketing area higher than did their employees.

Respondent Group	Salesmanship Importance Rank (from Table 3)
Employers concerning non-supervisors	4th
Non-supervisors	9th
Employers concerning supervisors	6th
Supervisors	9th

Salesmanship also showed itself to be relatively important in an unstructured question. When the businessmen were asked what knowledge or skills were most important, salesmanship ranked as follows out of 15 categories.

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[1] The remaining 10 marketing items are discussed later.

Respondent Group	Selling and Salesmanship Rank (from Table 8)
Employers concerning non-supervisors	6th
Non-supervisors	8th (tie)
Employers concerning supervisors	5th
Supervisors	7th

Thus, some evidence for the importance of salesmanship appeared in both the structured and the unstructured situations.

Preparation. The respondents did not feel confident about employees' preparation in salesmanship. As the rankings from the 62 structured items show, the employees were even less confident than their employers.

Respondent Group	Salesmanship Preparation Rank (from Table 3)
Employers concerning non-supervisors	26th
Non-supervisors	42nd
Employers concerning supervisors	10th
Supervisors	37th

Evidence from the unstructured questions also indicated need for improvement in salesmanship:

1. The businessmen mentioned sales as the only marketing area in which employers and applicants were weak.

2. When employees were asked in which subjects they wished they were stronger or better prepared, sales and selling ranked sixth (tie) for non-supervisors and eighth (4-way tie) for supervisors.

3. When the 4 groups were asked what additional education or training they recommended for persons in marketing and distribution type jobs, selling and salesmanship ranked as follows out of 15 classes.

Respondent Group	Selling and Salesmanship Rank (from Table 14)
Employers concerning non-supervisors	2nd (tie)
Non-supervisors	2nd (3-way tie)
Employer concerning supervisors	4th
Supervisors	8th

These results on preparation indicate that non-supervisors are relatively less well prepared in salesmanship than supervisors, but that there is substantial room for improvement for both employee groups.

Best Place to Teach. Both the employees and the teachers agreed that salesmanship should be taught in school. As the following figures show, only a small percentage thought on-the-job was one of the best places to teach it.

Respondent Group	Percent Indicating On-the-Job as Best Place to Teach Salesmanship[1]
Mid-management coordinators	11%
High school coordinators	6
Non-supervisors	8
Supervisors	9

Classroom Hours needed. The number of classroom hours which high school and mid-management coordinators suggested were needed to teach salesmanship to the average D. E. student is as follows for each of the following 3 levels of achievement.

Level	Column[2]	High School	Mid-Management
Acquire general notion	(A)	15.7 hours	10.6
Ability to talk about	(B)	23.1	21.4
Ability to apply on job	(C)	42.4	39.2

Internal Organization and Planning

Two other specific subjects turned out to be important, especially for the supervisors; these are "internal organization relationships" and "planning." On the following page are the results of their importance and preparation rankings from the list of 62 knowledge and skills items.

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[1] Source: Column F in Tables 17 and 19 for coordinators. Table 16 for the employees.

[2] Columns A, B, and C are found in Tables 17 and 19 .

Importance Ranking (from Table 3)

Item	Employer about non-Supervisor	Non-Supervisor	Employer about Supervisor	Supervisor
internal organization relationships	15	16	9	11
planning	19	15	10	10

Preparation Ranking (from Table 3)

Item	Employer about non-Supervisor	Non-Supervisor	Employer about Supervisor	Supervisor
internal organization relationships	21	38	20	39
planning	35	28	32	31

The obvious conclusion here is that these 2 specific subjects are important and that the labor force is relatively poorly prepared in them.

Other evidence of their importance occurred in one unstructured question. When the 4 respondents groups were asked what knowledge or skills were important, supervisors and their employers ranked a category called "business organization, procedure and management" in fourth place out of 15. Many of the statements included in this classification concern either internal relationships or planning.

Other evidence of weak preparation appeared when employers ranked the same category fifth out of 17 when asked to list the principal weaknesses of supervisors; also supervisors listed it in a tie for fifth out of 16 classes in which they wished they were better prepared.

The most important evidence of weak preparation occurred when all 4 groups listed additional training they would recommend. The results out of 15 classes are given below.

Respondent Group	Business Organization, Procedure and Management Rank (from Table 14)
Employers about non-supervisors	5th
Non-supervisors	2nd (tie)
Employers about supervisors	2nd
Supervisors	3rd

3

Only one of these items was tested for the place where it should be taught. That one was "internal organization relationships," and 80 percent or more of the teacher-coordinators in both high school and community college felt that it could best be taught in the distributive education classroom.

Areas of Least Importance

The general subject areas of least importance in marketing and distribution type jobs are marketing, machines of business, economics, bookkeeping and accounting, and "other" knowledge. The discussion below presents the evidence and, when data is available, classroom hours required to teach and best place to teach. Because of the unimportance of each area, nothing is said about the preparation of the current labor force, except for marketing; and it is included only because the report is primarily concerned with the marketing and distribution field.

Marketing

Definition. With the exception of salesmanship, marketing subjects are not very important in this study. As a result, salesmanship was treated separately under important areas, while the remaining marketing items are discussed here.

Marketing includes principles involved in the flow of goods or services from producer to consumer. This broad subject area is defined as the generalization of these principles to a large number of industries. Examples of this broad concept of marketing that the respondents cited are:

Display
Fashion trends
Knowledge of promotional techniques
Merchandising
Rates, tariffs, ICC regulations
Credit
Buying
Retailing in general
Inventory control
Pricing

Importance. The following table shows all but one (salesmanship) of the 11 marketing areas listed among 62 knowledge and skills on the questionnaires to businessmen and teachers. As the 4 columns (labeled importance) reveal, marketing is not very important.

Marketing	Importance Rank (from Table 3)			
	Employer about non-Supervisor	Non-Supervisor	Employer about Supervisor	Supervisor
Stockkeeping and Inventory Control	18	21	18	16
Business records	22	20	17	13
Credit	24	23	23	24
Fashion and trends	27	26	28	25
Sales promotion	31	27	27	27
Transportation	37	33	39	39
Buying	40	32	30	22
Advertising	47	37	40	35
Marketing research	49	51	45	40
World trade	57	57	60	59

True, 5 of the 10 entries fall in the upper 50th percentile of 62 given knowledge and skills. Yet the most important entry (stockkeeping and inventory control) ranks no higher than sixteenth place for any of the 4 business groups and the more abstract marketing areas (such as marketing research and world trade) carry the least importance. The reason for the attitude of these respondents toward marketing is probably that this report deals with the operating level jobs and employees in these jobs usually do not deal with the broad abstract generalities and principles.

Marketing appears to be relatively unimportant in other ways; for example:

1. When comparing the 9 general subject areas, all 4 business groups ranked marketing sixth or seventh in importance.

2. When asked what knowledge and skills were most important, only 4 to 8 percent of the employers and employees mentioned marketing. This response is quite small when compared to 45 to 57 percent of the respondents listing job knowledge as important for marketing and distribution jobs.

3. No respondent mentioned marketing as a useful subject or subject area studied during school.

Thus, the evidence is strong that marketing is not one of the most useful subjects for holders of marketing and distribution type jobs.

Preparation. This study points out that the employees are not well prepared in the 10 marketing entries. But, then, since marketing is not very important at this stage in their careers, perhaps such preparation is not essential.

Several specific points reveal the low level of employees' preparation in this subject:

1. The table below shows the preparation ranking of marketing items compared to the 62 specific items of knowledge and skill.[1]

Marketing	Preparation Rank (from Table 3)			
	Employer about non-Supervisor	Non-Supervisor	Employer about Supervisor	Supervisor
Stockkeeping and Inventory Control	39	48	16	41
Business records	29	39	18	33
Credit	38	46	29	48
Fashion and trends	19	41	24	43
Sales promotion	41	55	35	52
Transportation	23	60	14	47
Buying	22	58	25	40
Advertising	45	54	49	49
Marketing research	56	56	45	44
World trade	52	29	58	32

2. Businessmen seemed more optimistic about their employees' preparation in marketing than did the employees themselves. When compared with the 9 general subject areas, marketing was ranked eighth (ninth place is most poorly prepared) by employees and third and fifth by employers.[2]

3. Only 10 percent of the non-supervisors and 7 percent of the supervisors wished they were stronger or better prepared in marketing. These figures fell far below the 22 to 32 percent for job knowledge and human relations.[3]

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[1] Source: Table 3 .

[2] Source: Table 5 .

[3] Source: Table 13 .

4. The table below shows the percent of respondents who stated marketing as an area in which they needed additional education or training. Of the 4 groups, the employees mentioned marketing most often.

Respondent Group	Percent of Respondents Mentioning Marketing (from Table 14)
Employers about non-supervisors	9%
Non-supervisors	14
Employers about supervisors	13
Supervisors	17

Length of Time and Places to Learn Marketing. The table below gives the number of hours the teacher-coordinators believed it would take the average student to reach each of the 3 levels of achievement.

	High School			Mid-Management		
	Acquire general notion (hours)	Ability to talk about (hours)	Ability to apply on job (hours)	Acquire general notion (hours)	Ability to talk about (hours)	Ability to apply on job (hours)
Marketing research	10.3	17.6	36.5	10.1	21.6	49.6
Advertising	8.4	14.7	38.5	10.2	23.7	52.3
Sales promotion	10.9	14.2	31.7	9.7	22.1	49.8
Inventory records	5.6	10.8	22.4	6.3	14.0	23.6
Fashion trends	6.8	10.8	25.7	5.6	11.6	19.1
Buying	7.0	12.8	55.4	9.3	19.7	41.9
Transportation	5.9	10.6	30.1	8.1	16.8	36.0
Stockkeeping	5.6	10.4	23.1	8.8	19.5	31.4
Credit	6.2	10.7	25.9	7.8	17.6	33.6
World trade	7.4	16.6	78.4	8.0	21.6	55.9
TOTAL	74.1	129.2	367.7	83.9	188.2	393.2

Without exception, the total hours for mid-management coordinators exceeded those for the high school group.

The D. E. classroom is the best place to teach marketing. Both teacher groups unanimously agreed on this statement. So did the businessmen--only 8 percent or less thought marketing is best learned on the job rather than in schools.

Machines of Business

Another general subject that didn't seem important to the businessmen was machines of business--more for the supervisors than for the non-supervisors. The evidence from the structured questions is as follows:

1. When businessmen compared the importance of the 9 general subject categories, machines of business ranked ninth in importance for employers and their supervisors; the other 2 business groups ranked it in eighth place.

2. Even the 6 specific (machines of business) areas didn't rank much better when they were compared in importance with the 62 knowledge and skill items. As the following table shows, only 5 (all underscored) of the 24 rankings fall in the upper half (above 32). With one exception (adding machines for supervisors), only the employers and their non-supervisors placed 2 areas--adding machines and cash register--in the upper 50th percentile.

Machines Importance Ranking
(from Table 3)

Machines	Employer about non-Supervisor	Non-Supervisor	Employer about Supervisor	Supervisor
Adding machine	25	28	32	28
Cash register	26	30	52	54
Weighing and measuring devices	35	42	57	56
Typewriter	45	52	55	60
Calculator	56	59	56	57
Dictaphone	62	62	61	62

The results of unstructured questions showed the same picture.

1. Except for non-supervisors, no more than 7 percent of the businessmen mentioned machines of business as an important knowledge or skill. For non-supervisors the percentage was 17; yet this figure is low compared to the 45 to 57 percent of the respondents who mentioned job knowledge as important.

2. No one mentioned machines of business as a useful subject studied in school.

The best place to teach these machines is in the classroom. About 97 percent of the businessmen agreed that this area could better be taught in the classroom than on the job. At least 70 percent of both high school and mid-management coordinators said 4 of these machines belong in a non-D. E. classroom--typewriter, dictaphone, calculator, and adding machines. And 75 percent of both teacher groups placed the cash register and weighing and measuring devices in the D. E. classroom.

Economics

Another general subject area that proved itself unimportant in marketing and distribution jobs is economics--in this case, more for the non-supervisors than for supervisors. The structured questions showed the following:

1. When businessmen compared the importance of the 9 general subject categories, economics ranked ninth in importance for employers and their non-supervisors; the other 2 business groups ranked it no higher than seventh and eighth place.

2. The specific economic areas didn't fair much better when they were compared in importance with the 62 knowledge and skill items. As the following table shows, only 8 (all underscored) of the 36 rankings fall in the upper half (above 32). These 8 rankings belong to free enterprise (4), seasonal fluctuations (3), and forecasting (1).

Economic Importance Ranking
(from Table 3)

Economic Items	Employer about non-Supervisor	Non-Supervisor	Employer about Supervisor	Supervisor
Free enterprise	23	25	20	29
Seasonal fluctuations	32	24	21	28
Money and banking	46	38	42	36
Forecasting	48	45	31	33
Economic cycles	50	50	44	46
Technique and Strategy for setting prices	51	47	33	32
National income	52	55	54	55
Business locations	53	49	47	50
Sources of funds	54	56	51	52

The pattern in the unstructured responses was similar.

1. No more than 2 percent of employers and their supervisors mentioned economics as an important knowledge or skill; for employers and their supervisors the percentage was no greater than 6. This low figure contrasts strikingly with the 45 to 57 percent of respondents who mentioned job knowledge as important.

2. Only 5 percent of the employees mentioned economics as a useful subject studied in school. This percentage is quite low in relation to the 50 percent who mentioned arithmetic.

Overall, the best place to teach economics is in the D. E. classroom. All the businessmen agreed that this subject could better be taught in the classroom than on the job. At least 80 percent of all high school coordinators placed economics in the D. E. classroom; a smaller percentage but still a majority of the mid-management coordinators agreed--with 2 exceptions; they said economic cycles and money and banking belong in a non-D. E. classroom.

Bookkeeping and Accounting

The general subject area labeled bookkeeping and accounting showed somewhat greater strength in importance for general marketing and distribution jobs; yet, overall, this category must be considered relatively unimportant. The evidence is as follows.

1. When businessmen compared the importance of 9 general subject categories, only the non-supervisors placed bookkeeping and accounting as high as sixth place; the others ranked it seventh or eighth.

2. The 3 specific bookkeeping and accounting areas ranked even lower than the broad general category. When they were compared with 62 knowledge and skills, only 1 of the 12 rankings fall in the upper half (above 32) as the following table shows. This one is bookkeeping for supervisors. The remaining rankings are all in the lower 50 percentile.

	Importance Ranking (from Table 3)			
Bookkeeping and Accounting Items	Employer about non-Supervisor	Non-Supervisor	Employer about Supervisor	Supervisor
Bookkeeping	36	34	38	30
Reading financial statements	58	54	53	49
Accounting	60	58	58	53

3. Only 7 percent of the employees and 4 percent of the employers mentioned bookkeeping and accounting as an important knowledge or skill.

4. On the other hand, 14 percent of the non-supervisors and 10 percent of the supervisors stated this area was a useful subject studied in school--fifth and sixth out of 17 categories. This percentage is rather low, however, in relation to the 50 percent who mentioned arithmetic, the first-place item.

The best place to teach bookkeeping and accounting is in the classroom. At least 97 percent of the businessmen agreed to that location; on the other hand, the coordinators differed on the location, as shown below.

Subject	Percent of Coordinators	Classification of Coordinators	Location
Bookkeeping	72%	high school	non-D. E. classroom
	53	mid-management	non-D. E. classroom
Reading financial statements	56	high school	D.E. classroom
	56	mid-management	D.E. classroom
Accounting	82	high school	non-D. E. classroom
	56	mid-management	non-D. E. classroom

Other Knowledge

So far, all the 9 general subject areas and most of the 62 knowledge and skills have been discussed - either as important or unimportant for marketing and distribution jobs. Even 2 items in a tenth category "other knowledge" have been covered as important ("planning" and "internal organization relationships"). The remaining 7 of the 62 items are considered here, and they fall in the unimportant grouping.

When these 7 were compared in importance with the 62 knowledge and skills items, only employers placed any in the upper half. As the table below shows, there were only 2 items (underscored); "federal laws and regulations" and "local trade laws." The remaining rankings fell in the lower 50th percentile.

	Importance Ranking (from Table 3)			
Other Knowledge Items	Employer about non-Supervisor	Non-Supervisor	Employer about Supervisor	Supervisor
Federal laws and regulations	29	36	29	37
Local trade laws	30	39	25	38
Unions	34	35	41	45
Business law	38	44	43	47
Cultural development	41	48	49	51
Insurance	44	43	48	48
Knowledge of data processing	59	60	59	58

The majority of the teacher-coordinators agreed that all 7 items should be taught in a classroom, but the 2 coordinator groups differed occasionally as to which classroom, as shown below.

Subject	Percent of Coordinators	Type of Coordinator	Location to Teach Subject
Knowledge of data processing	68%	high school	Non-D.E. classroom
	69	mid-management	non-D.E. classroom
Insurance	64	high school	D. E. classroom
	59	mid-management	D. E. classroom

(list continued on next page)

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Subject	Percent of Coordinators	Type of Coordinators	Location to Teach Subject
Local trade laws	85%	high school	D. E. classroom
	81	mid-management	D. E. classroom
Business law	58	high school	non-D.E. classroom
	53	mid-management	D. E. classroom
Federal laws and regulations	73	high school	D. E. classroom
	50	mid-management	D. E. classroom
	50	mid-management	non-D.E. classroom
Unions	90	high school	D. E. classroom
	82	mid-management	D. E. classroom
Cultural development	88	high school	non-D.E. classroom
	100	mid-management	non-D.E. classroom

Comparison of Responses from Large and Small Firms

As shown on page 192 in the Appendix, there were only 8 interviews of employers concerning supervisors in small firms and only 6 interviews of supervisors themselves in small firms. This return resulted in too low a level of reliability to permit comparisons of supervisors between large and small firms. In addition, preparation in personal characteristics was not scored by non-supervisors; as a result, no comparison can be made in that category.

For employers and their non-supervisors, the table on the following page[1] shows the degree of agreement in ranking the 62 knowledge and skill items and the 29 personal characteristic items.

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[1] As shown in Table 1 , the sample list consisted of 250 firms classified by size. Of these, interviews were completed in 182 classified as large firms and 39 classified small. But some of these firms did not have as many employees as the sample list indicated. Although the list was correct to within a few persons, the interviews indicated that, using 7 employees as the dividing line, there were 155 large firms and 56 small ones. The analysis in this section uses the true number of employees at the time of the interview--not the sample list classifications.

A 1.0 means perfect agreement between large and small firms on the rankings of the various items, and a zero or negative number indicates no agreement whatever.

Correlation of Large and Small Firm Responses

	Knowledge and Skills		Personal Characteristics	
	Importance	Preparation	Importance	Preparation
Employer about Non-supervisor	.96	.60	.88	.87
Non-supervisor	.95	.80	.91	not scored by respondents

Nearly all these coefficients are large enough to indicate substantial agreement between respondents in large firms and respondents in small firms. The one exception is for preparation in the knowledge and skill items. The principal problem here is that, as noted in the methods section, respondents only scored an item for preparation if they had indicated the item ranked high in importance. Therefore, for some of the unimportant items, there were a very small number of respondents; this means the variance is undoubtedly substantially greater than it would have been if these items had been ranked by a larger number of respondents. In addition, the discussion below indicates that if only the more important items had been used in computing the correlation coefficients rather than the entire list of items, the coefficients would have been greater and would have shown a greater degree of agreement.

In the importance categories for knowledge and skills and for personal characteristics there was no difference worth noting between any individual item rankings by large and small firms.

Those items in which the preparation rankings showed a large enough difference and a large enough number of respondents to be worth noting are listed below with their rank for both large and small firms and the difference between the ranks.[1] For employers speaking about non-supervisory jobs, the differences were as follows:

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[1] Complete rankings for all items are in Tables 72 and 73 in the Appendix.

1. Items in which preparation was considered to be better by large firms.

Item	Large Firm Rank	Small Firm Rank	Difference
salesmanship	23	39	16
cash register	13	37	24
buying	21	40	19

2. Items in which preparation was considered to be better by small firms.

Item	Large Firm Rank	Small Firm Rank	Difference
federal laws and regulations	61	43	18
bookkeeping	50	21	29
business records	41	6	35

Of the 6 items above, only salesmanship has been shown by the earlier discussion to be of very much relative importance.

Non-supervisors speaking about their own jobs displayed the following differences:

1. Items in which preparation was considered to be better by large firms.

Item	Large Firm Rank	Small Firm Rank	Difference
adding machines	44	58	14
money and banking	33	45	12
business locations	38	59	21

2. Items in which preparation was considered to be better by small firms.

Item	Large Firm Rank	Small Firm Rank	Difference
use of telephone	54	37	17
reading for comphrension	14	2	12

(list continued on next page)

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Item	Large Firm Rank	Small Firm Rank	Difference
reading fast	18	3	15
stockkeeping and inventory control	53	36	17
sales promotion	55	38	17
transportation	61	44	17
cash register	58	43	15
internal organization relationships	40	25	15
local trade laws	49	34	15

Of the items which show differences between non-supervisors in large firms and those in small firms, only 3 are of very much relative importance--use of the telephone, reading for comphrension, and internal organization relationship.

In the unstructured questions, only one item on one question differed greatly between large and small firms. Most of the items were within 2 rank positions on the large and small firm list, and almost all the items were within 3 positions.

Thus, the evidence strongly indicates that there are no important differences between the responses given by respondents in large firms and those given by respondents in small firms.

Required Education and Experience of Labor Force

In addition to matters of importance and preparation, this study explored 3 other questions, the answers to which are useful more for career guidance for D. E. students than for curriculum planning. These are:

1. Do supervisors really need more education than non-supervisors?
2. To what extent does education substitute for experience in marketing and distribution type jobs?
3. To what extent is the labor force screened by employment agencies before being hired into marketing and distribution jobs?

Two tables shed light on the first question; Table reports the percent of the labor force currently being placed in marketing and distribution jobs either by promotion or by hiring for each of the 4 levels of education. It shows clearly that chances for placement are substantially reduced for persons not having high school education and that chances are substantially improved for placement in supervisory positions as education level increases beyond high school. Table presents the minimum level of education acceptable for persons hired or promoted into marketing and distribution jobs. It shows clearly that the standards are higher for supervisors than for non-supervisors.

Table sheds light on the second question by giving the number of years of work experience people need to be hired or promoted into marketing and distribution jobs with various levels of education. It shows that as the level of education increases, the number of years of work experience in order to be hired or promoted decreases; also, it shows that 2 years of college are worth about one year of experience for supervisors and about a half year of experience for non-supervisors.

Table handles the third question by presenting the percent of respondents who hired employees from employment agencies. An overwhelming majority of employers hired 10 percent or less of their employees through an employment agency. The obvious conclusion is that the direct approach is still the best for obtaining marketing and distribution jobs; however, employment agencies are somewhat more useful for persons seeking non-supervisory jobs than for persons searching for supervisory jobs.

Table 21

The Percent of People Placed in Supervisory and Non-Supervisory Positions in Marketing and Distribution, by Level of Education[1]

Educational Level	Employers About Non-Supervisors	Employers About Supervisors
Less than high school	11.0%	2.6%
High School	67.1	56.3
Two years of college	13.1	18.2
Over two years of college	8.8	22.9

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[1] The standard error estimate has been computed for each item. The 56.3 entry is correct to ± 6.4% at the 95% confidence level. The error declines to the 2.6 entry which is correct to ± 1.8%.

Table 22

Minimum Level of Education Acceptable for People You Hire

Educational Level	Employers About Non-Supervisors (percent)	Employers About Supervisors (percent)
Less than high school graduation	53.0%	33%
High school graduate	45.0	55
Vocational-Technical	.5	1
Community College	.5	1
Four years of college	1.0	5
Other	0	2
Didn't respond	0	3

Table 23

Years of Work Experience People Need with Various Kinds of Education in Order to be Hired or Promoted[1]

Educational Level	Employers About Non-Supervisors (mean years)	Employers About Supervisors (mean years)
Less than high school	2.2	5.3
High school diploma	1.2	4.0
Vocational-Technical	1.0	3.8
Two years of college	.8	2.9
Four years of college	.5	2.2

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[1] The standard error estimate has been computed for each item. The 5.3 entry is correct to ± .04 years at the 95% confidence level. The error declines to the .5 entry which is correct to ± .02 years.

Table 24

Percent of Respondents Who Hire Employees from an Employment Agency

Percent Hired From Agency	Employers About Non-Supervisors	Employers About Supervisors
10% or less	78.9%	93.4%
11% to 50%	13.1%	5.9%
over 50%	8.0%	.7%

This section has presented the general subject areas and specific subjects of greatest importance and of least importance in marketing and distribution jobs. It has also compared the responses from large and small firms and discussed the relationship between education and work experience. The Appendix supplies other useful information which has been noted where appropriate--especially the word-for-word statements uttered by the respondents. The next section presents a summary of the conclusions and the recommendations which follow from these conclusions.

CONCLUSIONS AND RECOMMENDATIONS

This section summarizes the conclusions reached in the previous section with regard to importance and preparation in skills, knowledge, and personal characteristics in marketing and distribution jobs at the operating level. The number of classroom hours needed for the subject areas and specific subjects appears in the appropriate location in the preceding section. This section also presents two kinds of recommendations. The first deals with those matters which follow logically from the conclusions; the second goes beyond the primary purposes of the study and deals with the matters which relate to the study and which arose from it, but which do not depend upon its conclusions.

Conclusions

Distributive education must concern itself primarily with serving 2 major populations. The first is the employers in marketing and distribution type jobs, and the second is employees (supervisors and non-supervisors) who hold these jobs. These populations are equally important and distributive education must satisfy both. If either employers or employees believe that a particular subject area is important, then distributive education has no choice other than to prepare its students in that subject area. Simarily, if either group says that preparation of the labor force is poor in a particular subject area, then distributive education must identify what constitutes good preparation in that subject area and prepare its students accordingly.

The differences in what seems important to these 2 groups and where they think preparation is weak come about, of course, because of their differing viewpoints. The employer is concerned primarily with effective performance, whereas the employee must provide effective performance and feel satisfied, useful and comfortable while doing so. In the discussion which follows, "important" means important to either group and "weak preparation" means weak as perceived by either group.

Important Subject Areas Needing Additional Preparation

The study concludes that the subject areas which follow are both important and in need of additional preparation for the existing labor force for marketing and distribution jobs.

Job Knowledge. Both employers and employees say that job knowledge is important, and both say that preparation in it is less than adequate. This means that distributive education graduates must be impressed with the importance of learning the product(s), service(s), routine(s), and method(s) of procedure in the firm in which they work. They should be taught that beginners in a job situation must acquire this knowledge as quickly as possible and that a beginning job is, by necessity, an intensive learning situation. Distributive education can serve its students best by teaching them where and how to get this information and by motivating them to get it as quickly and as thoroughly as they possibly can whenever they take a new job.

Obviously, job knowledge cannot be taught in the classroom in a general way because it is too specific to each situation. In addition, there are too many of these specific situations for each one to be taught in the D. E. program or for each D. E. graduate to be prepared for every possible job. These two facts, coupled with the expressed desire by both employers and employees for on-the-job training, mean that designers of distributive education curricula will best serve the vocational training needs of their students by fitting them into job situations during their school years. Therefore, cooperative programs are an important part of distributive education and give D. E. graudates who go directly into the labor force for marketing and distribution jobs a substantial advantage over entering non-D. E. graduates.[1]

In addition, distributive education should provide specialized job knowledge or training wherever there is sufficient demand for it. If there are enough students in an area to support classes in sign painting, textiles, and retail store procedures, or whatever other specialized topics may be appropriate, distributive education programs should provide them through formal programs.

There are many specialized subjects in which industry, either within firms or through industry associations, is presently providing specialized instruction to substantial numbers of students. However, if there is demand for specialized training in some subject, it can only mean that industry is not supplying the necessary instruction in that topic and that distributive education ought to provide it in order to satisfy its vocational training responsibilities.

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[1] See also: Other Conclusions, Item 2 .

Human Relations. The function of education has always been and will always be to teach man to understand and to cope with his environment. Whatever subject areas are necessary to accomplish this task are the logical province of educators. It is perfectly obvious from this study that a subject area which can best be called human relations is important to both employers and employees. This area clearly concerns dealing with people and getting along with them. The study shows that it is important both in an internal sense, (that is, getting along with fellow employees, with supervisors, with subordinates, and so forth) and in an external sense (that is, getting along with customers, suppliers, and the general public).

The evidence is strong from employees that preparation in this subject area is weak. Employers also indicate weakness, although not as strongly as do employees.

Because the employers, employees and teacher-coordinators had mixed feelings about the place to teach human relations, this subject area should be taught wherever it is possible to teach it: in the classroom, on the job, in the D. E. club program, or wherever else it can be done. The need is clear, and distributive education must make the attempt--no matter how faultering the initial steps may be. Whether it means reading Carnegie's How to Win Friends and Influence People, holding class sessions on soothing injured feelings, or teaching a class in small talk, distributive education must be prepared to make the effort and to accept the criticism that will surely accompany its initial efforts.

Personal Characteristics. Both employers and employees perceive personal characteristics to be highly important to persons in marketing and distribution type jobs. And the most important of these characteristics are honesty, dependability, work habits and work behavior, motivation or caring about job, initiative, appearance, and (for supervisors) leadership.

The desire for better preparation of the labor force in personal characteristics seems strongest among employers; and such preparation is most needed in motivation or caring about job, initiative, and leadership.

The necessity for developing these personal characteristics in D. E. graduates is clear and the benefit to them is obvious. How to go about it, however, is not nearly so obvious. This study concludes that it could be done on the job, in the D. E. classroom, or in the D. E. club program and that there is no best place to do it. Regardless of where and how, curriculum designers should be aware of the need and should encourage both teacher-coordinators and cooperative program employers to make D. E. students aware of the characteristics that are most important and in which the labor force is currently weakest. They should also accept responsibility for doing whatever they can to develop these characteristics in their students to the highest possible degree.

Communications. Although not the most important subject area, communications is nonetheless important in both its mechanical and its thought-transference aspects. The study concludes that improvement is necessary in both.

A remarkable finding in this connection is that employees feel so weak in using the telephone. In a society where the telephone is commonplace and where many teenagers use it at least as often as the refrigerator, this may seem odd. Apparently, however, use of the telephone for business purposes is unfamiliar, and the labor force feels uneasy about it. Therefore, D. E. curriculum designers will serve graduates well if they prepare them in answering, taking messages, and conducting business over the telephone.

The mechanical aspects of communications--such as spelling, punctuation, grammar and penmanship--should be taught in some classroom other than the D. E. classroom, while the thought-transference aspects should be an integral part of the D. E. curriculum.

Mathematics. Only the fundamental arithmetic concepts--namely basic arithmetic, making change, mental arithmetic capability, and business arithmetic--are important in marketing and distribution type jobs. Preparation of the labor force is apparently adequate in them, except for mental arithmetic capability, making change, and business arithmetic. The agreement among both high school and mid-management teacher-coordinators is nearly complete that these 3 subjects should be part of the D. E. curriculum and should be taught in the D. E. classroom.

Salesmanship. The study concludes that salesmanship is one of the most important subjects to marketing and distribution employees and that the preparation of the current labor force in it is inadequate for both supervisors and non-supervisors. There is almost perfect agreement that it should be taught in the distributive education classroom.

Internal Organization Relationships and Planning. There is a feeling on the part of both employers and employees that an understanding of the internal organizational relationships of a firm is highly important to people--especially supervisors--in marketing and distribution jobs. That is, employees should know what the important parts of the firm are, what function each performs, and how those parts are interrelated. In addition, they should know what constitutes planning for the firm and for its parts and how one goes about it. The evidence is clear cut that preparation in both of these subjects is inadequate among the current labor force. Only internal organization relationships was tested in this study; however, it is fairly obvious that both of them ought to be included in the distributive education curriculum.

Relatively Unimportant Subject Areas

Four subject areas are relatively unimportant for persons in marketing and distribution type jobs. These are marketing, machines of business, economics, and bookkeeping and accounting. This is not to say that these subjects are of no importance whatsoever or should not be in distributive education programs at all; but compared to the other items which the study has discussed, these are of relatively little value in marketing and distribution jobs on the operating level. Whenever there are budget cuts to be made or whenever more classroom hours are needed for more important subjects, these are areas in which cuts can probably be made without serious detriment to the distributive education graduate.

Other Conclusions

1. There are no important differences between those subject areas which are important for marketing and distribution employees in large firms and those which are important to employees in small firms. Although some differences do exist between the perception of preparation by respondents in large firms and those in small firms, no worthwhile general conclusions can be drawn from them.
2. Supervisors need more educational preparation than non-supervisors; and, beyond high school, work experience reduces the education requirements in the ratio of about 1 year of experience to 2 years of education for supervisory jobs and a half year experience to 2 years of education for non-supervisory jobs. These figures reinforce the earlier conclusion that cooperative programs which provide vocational experience during the school years give distributive education graduates a substantial advantage in the current labor force for marketing and distribution jobs.
3. Employment agencies are not influencing marketing and distribution job requirements in an important way.

4. Designers of distributive education curricula should not try to have all subjects covered in the distributive education classroom; instead they should design a program which insures that the D. E. graduate will be well prepared in all the important subject areas but will receive his training in some of them (such as basic math or grammar) under teachers who are specialists in their subject and who are not D. E. teacher-coordinators. In short, there is no better hope that distributive education teacher-coordinators can be jacks of all trades than that mathematics teachers or history teachers or science teachers can be.

Recommendations

Based on the results and the conclusions of this study, the authors make the following recommendations:

1. Specialized job, product, or service instruction should be provided by distributive education extension programs wherever the demand is sufficient to support such instruction.
2. Because of the extreme importance of specialized job or product knowledge and because of the importance of work experience in hiring or promotion, cooperative programs should continue to be part of the distributive education curriculum.
3. The distributive education curriculum should include instruction in human relations as defined in this study. This area is important enough that a beginning should be made promptly; and if qualified teachers are not available, then maximum use should be made of film strips, text books, outside reading, movies or perhaps even closed-circuit television from nearby colleges or universities.
4. Distributive education students should be made aware of those personal characteristics cited in the study which will be most important to their careers, and the distributive education curriculum should do whatever it can to prepare its students in these characteristics.
5. The distributive education program should insure that the student obtains a thorough grounding in the mechanical and receiving aspects of communications as they are defined in this study.
6. The distributive education curriculum should include in the distributive education classroom both instruction and drill in the thought-transference aspects of communications as they are defined in this study. It is important that this instruction and drill take place in the distributive education classroom, because the thought-transference aspects of communications do not happen in a vacumn but in a particular context; the D. E. classroom can provide that context and the proper viewpoint to give meaning and practical value to the instruction. Students should be taught the principles of communication and given continuous practice in writing and talking--with immediate feedback

(if possible) from teachers, fellow students, and employers.

7. Distributive education students should obtain a thorough grounding in mathematics; but only those aspects concerning mental arithmetic capability, business arithmetic, and making change should be taught in the distributive education classroom.
8. Careful and complete instruction in salesmanship should be provided in the distributive education classroom.
9. The distributive education classroom should provide instruction in the internal organizational relationships of firms and in company and department planning--especially for the supervisory level.

Two recommendations do not follow directly from the results or the conclusions of the study, but the authors feel they are related to the study and may be important for distributive education in the future.

1. Distributive education should not be defined, as it is now, in terms of attempting to service some set of Standard Industrial Classifications. Instead, it should be defined in terms of the appropriate kinds of jobs--no matter what industrial classifications they fall into. It is difficult to imagine any industrial classification which would not have at least some jobs logically indentified as marketing and distribution. The United States Department of Labor, Manpower Administration, Dictionary of Occupational Titles should provide a sensible and meaningful basis for defining distributive education.
2. The only way in which the effectiveness of existing distributive education programs can be evaluated properly is to perform further research. This study has discovered those areas which are important to the businessmen and has made a beginning at pointing out where these areas can be taught and how long it takes to teach them.[1] Further research should consist of a survey of graduates of distributive education programs and of their employers to learn what they perceive to be the strengths and weaknesses of distributive education graduates' educational background. Such research need not be complicated or particularly formal. It is the sort of research that could be easily accomplished by state offices of education and which would aid greatly in evaluating and revising distributive education programs.

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[1] Volume 2 of the study will provide a more comprehensive and reliable picture of the latter.

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Exhibit 1

Sample of card used in Interviews to Rate Subject Matter

IMPORTANCE

Highest Importance								No Importance
9	8	7	6	5	4	3	2	1

PREPARATION

Well Prepared								No Preparation
9	8	7	6	5	4	3	2	1

Exhibit 2

UNIVERSITY OF WASHINGTON
College of Business Administration

QUESTIONNAIRE TO EMPLOYERS CONCERNING NON-SUPERVISORY EMPLOYEES

OPENING STATEMENT

Mr.________________, as Professor Peck mentioned on the phone, the University of Washington is doing a statewide study of over 1300 interviews to determine what general personal characteristics and what knowledge people need to perform well in marketing and distribution jobs. The purpose of this study is to obtain information which should be helpful in training people for your kind of business.

Therefore, I'd like to ask you some questions about those jobs in your firm where a major part of the work concerns your marketing and distribution function. These would be jobs that have customer contact, or are concerned with serving or servicing customers, with physical distribution, with pricing or promotion, or with buying, as opposed to making things or administering your organization.

I'd like you to think about these jobs as a single group or a class. I realize many of the jobs are very different, but I'm trying to find out all of the qualifications for all of those jobs as whole, even though no single qualification may be required for every one of them. In other words, don't think of just one employee; think of all your marketing and distribution people as a group.

In addition, I'd like you to think only about non-supervisory employees; we'll consider supervisors on another interview.

Also, whatever you say will be absolutely confidential. There is no way individuals can be identified with particular answers. In fact, after I get back we won't even be able to tell which individual is associated with particular answers ourselves.

Now the first question is this:

Exhibit 2 (continued)

QUESTIONNAIRE TO EMPLOYERS CONCERNING NON-SUPERVISORY EMPLOYEES

I. (1) When you screen applicants for non-supervisory jobs in marketing and distribution, what are the principal weaknesses you find in these people?

(2) (probe once)
(3) a.____
(4) b.____
(5) c.____
(6) d.____
(7) e.____
(8)
(9) f.____
(10)
(11) g.____
(12)

II. (13) When you screen applicants for non-supervisory jobs in marketing and distribution, are you also considering their potential as supervisors?

1 yes; 2 no

III. Now I want to read you a list of characteristics and ask you about their importance and about prospective employees' preparation in them according to the scales on this card (hand card). This isn't any kind of a test and there aren't any right answers. I just want to know how you feel about these things.

The first characteristic is appearance. *(1) According to the top scale on the card, how important is (__________) to good performance for your non-supervisory employees in marketing and distribution jobs? (If importance exceeds 5, use (2)).

*(2) Now think about the usual group of applicants for your marketing and distribution jobs. How does this group of applicants rate (with regard to) in (____________) according to the bottom scale on the card?

*Repeat (1) and (2) for each characteristic.

Personal Characteristics	Importance	(If) Preparation
1. Appearance	(14) 9 8 7 6 5 4 3 2 1	(43) 9 8 7 6 5 4 3 2 1 DK
2. Friendliness	(15) 9 8 7 6 5 4 3 2 1	(44) 9 8 7 6 5 4 3 2 1 DK
3. Initiative	(16) 9 8 7 6 5 4 3 2 1	(45) 9 8 7 6 5 4 3 2 1 DK
4. Sincerity.	(17) 9 8 7 6 5 4 3 2 1	(46) 9 8 7 6 5 4 3 2 1 DK
5. Self-confidence. . .	(18) 9 8 7 6 5 4 3 2 1	(47) 9 8 7 6 5 4 3 2 1 DK
6. Hand shake	(19) 9 8 7 6 5 4 3 2 1	(48) 9 8 7 6 5 4 3 2 1 DK
7. Tactfulness.	(20) 9 8 7 6 5 4 3 2 1	(49) 9 8 7 6 5 4 3 2 1 DK
8. Adaptability	(21) 9 8 7 6 5 4 3 2 1	(50) 9 8 7 6 5 4 3 2 1 DK

Exhibit 2 (continued)

(1) (How important is ______________ to good performance for your non-supervisory employees in marketing and distribution jobs?)

(2) (How does this group of **applicants** rate (with regard to) in________________ according to the bottom scale on the card?)

	Personal Characteristics	Importance	(If) Preparation
9.	Enthusiasm.	(22) 9 8 7 6 5 4 3 2 1	(51) 9 8 7 6 5 4 3 2 1 DK
10.	Manners	(23) 9 8 7 6 5 4 3 2 1	(52) 9 8 7 6 5 4 3 2 1 DK
11.	Honesty	(24) 9 8 7 6 5 4 3 2 1	(53) 9 8 7 6 5 4 3 2 1 DK
12.	Smile	(25) 9 8 7 6 5 4 3 2 1	(54) 9 8 7 6 5 4 3 2 1 DK
13.	Stamina	(26) 9 8 7 6 5 4 3 2 1	(55) 9 8 7 6 5 4 3 2 1 DK
14.	Ability to take constructive criticism .	(27) 9 8 7 6 5 4 3 2 1	(56) 9 8 7 6 5 4 3 2 1 DK
15.	Pride in doing work well	(28) 9 8 7 6 5 4 3 2 1	(57) 9 8 7 6 5 4 3 2 1 DK
16.	Safety consciousness.	(29) 9 8 7 6 5 4 3 2 1	(58) 9 8 7 6 5 4 3 2 1 DK
17.	Attention to details.	(30) 9 8 7 6 5 4 3 2 1	(59) 9 8 7 6 5 4 3 2 1 DK
18.	Willingness to abide by regulations . . .	(31) 9 8 7 6 5 4 3 2 1	(60) 9 8 7 6 5 4 3 2 1 DK
19.	Willingness to assume responsibility . . .	(32) 9 8 7 6 5 4 3 2 1	(61) 9 8 7 6 5 4 3 2 1 DK
20.	Willingness to do extra assignments. .	(33) 9 8 7 6 5 4 3 2 1	(62) 9 8 7 6 5 4 3 2 1 DK
21.	Willingness to do routine work	(34) 9 8 7 6 5 4 3 2 1	(63) 9 8 7 6 5 4 3 2 1 DK
22.	Knowing one's goal in life	(35) 9 8 7 6 5 4 3 2 1	(64) 9 8 7 6 5 4 3 2 1 DK
23.	Dependability	(36) 9 8 7 6 5 4 3 2 1	(65) 9 8 7 6 5 4 3 2 1 DK
24.	Positive attitude (optimism)	(37) 9 8 7 6 5 4 3 2 1	(66) 9 8 7 6 5 4 3 2 1 DK
25.	Loyalty	(38) 9 8 7 6 5 4 3 2 1	(67) 9 8 7 6 5 4 3 2 1 DK
26.	Imagination and creativity	(39) 9 8 7 6 5 4 3 2 1	(68) 9 8 7 6 5 4 3 2 1 DK
27.	Quickness to grasp meaning.	(40) 9 8 7 6 5 4 3 2 1	(69) 9 8 7 6 5 4 3 2 1 DK
28.	Ability to apply knowledge.	(41) 9 8 7 6 5 4 3 2 1	(70) 9 8 7 6 5 4 3 2 1 DK
29.	Reasoning logically .	(42) 9 8 7 6 5 4 3 2 1	(71) 9 8 7 6 5 4 3 2 1 DK

Exhibit 2 (continued)

IV. (72) When you screen personnel applicants for non-supervisory jobs in marketing
(73) and distribution, what personal characteristics, including those we have
(74) just discussed or others, do you consider most important?
(75) a.____
(76) b.____
(77)
(78) c.____
(79)
(80) d.____
(81) e.____
f.____
g.____

V. Now I'd like to leave personal characteristics and turn to the kind of knowledge or skill your non-supervisory employees in marketing and distribution need. I'm going to read you some items again and I'd like you to answer as you did before, using the card. Again, there aren't any right answers. I just want to know how you feel about these things.

The first item is letter writing. *(1) According to the top scale on the card, how important is ____________ to good performance for your non-supervisory employees in marketing and distribution jobs. (If importance exceeds 5, use(2)).

*(2) Now think about the applicants you screen for non-supervisory jobs in marketing and distribution. How does this group of applicants rate with regard to preparation in (______________), according to the bottom scale on the card.

*Repeat (1) and (2) for each item.

Communications	Importance	(If) Preparation
a. Writing		
1. Letter writing	(82) 9 8 7 6 5 4 3 2 1	(144) 9 8 7 6 5 4 3 2 1 DK
2. Report writing	(83) 9 8 7 6 5 4 3 2 1	(145) 9 8 7 6 5 4 3 2 1 DK
3. Spelling	(84) 9 8 7 6 5 4 3 2 1	(146) 9 8 7 6 5 4 3 2 1 DK
4. Penmanship	(85) 9 8 7 6 5 4 3 2 1	(147) 9 8 7 6 5 4 3 2 1 DK
5. Punctuation	(86) 9 8 7 6 5 4 3 2 1	(148) 9 8 7 6 5 4 3 2 1 DK
b. Oral Presentation		
1. Group discussion	(87) 9 8 7 6 5 4 3 2 1	(149) 9 8 7 6 5 4 3 2 1 DK
2. Prepared talks	(88) 9 8 7 6 5 4 3 2 1	(150) 9 8 7 6 5 4 3 2 1 DK
3. Person-to-person discussion.	(89) 9 8 7 6 5 4 3 2 1	(151) 9 8 7 6 5 4 3 2 1 DK
c. Basic grammar	(90) 9 8 7 6 5 4 3 2 1	(152) 9 8 7 6 5 4 3 2 1 DK
d. Listening and observing . .	(91) 9 8 7 6 5 4 3 2 1	(153) 9 8 7 6 5 4 3 2 1 DK
e. Reading		
1. Reading for comprehension	(92) 9 8 7 6 5 4 3 2 1	(154) 9 8 7 6 5 4 3 2 1 DK
2. Reading fast	(93) 9 8 7 6 5 4 3 2 1	(155) 9 8 7 6 5 4 3 2 1 DK
f. Use of the telephone. . . .	(94) 9 8 7 6 5 4 3 2 1	(156) 9 8 7 6 5 4 3 2 1 DK

Exhibit 2 (continued)

(1) How impt. is (___) to good performance for your non-supr. employees in M&D jobs?
(2) How does the group of applicants for non-supv. jobs rate with regard to prep. in (___)?

Mathematics	Importance	(If) Preparation
a. Basic arithmetic (addition, subtraction, division, multiplication).	(95) 9 8 7 6 5 4 3 2 1	(157) 9 8 7 6 5 4 3 2 1 DK
b. Business arithmetic (discounts, mark-ups, mark downs).	(96) 9 8 7 6 5 4 3 2 1	(158) 9 8 7 6 5 4 3 2 1 DK
c. Mental arithmetic capability	(97) 9 8 7 6 5 4 3 2 1	(159) 9 8 7 6 5 4 3 2 1 DK
d. Making change	(98) 9 8 7 6 5 4 3 2 1	(160) 9 8 7 6 5 4 3 2 1 DK
e. Higher mathematics (algebra, geometry, trig, calculus)	(99) 9 8 7 6 5 4 3 2 1	(161) 9 8 7 6 5 4 3 2 1 DK
f. Statistics.	(100) 9 8 7 6 5 4 3 2 1	(162) 9 8 7 6 5 4 3 2 1 DK
Human Relations		
a. Ability to get others to work effectively	(101) 9 8 7 6 5 4 3 2 1	(163) 9 8 7 6 5 4 3 2 1 DK
b. Ability to work with others	(102) 9 8 7 6 5 4 3 2 1	(164) 9 8 7 6 5 4 3 2 1 DK
c. Fair treatment of minorities (customers and employees)	(103) 9 8 7 6 5 4 3 2 1	(165) 9 8 7 6 5 4 3 2 1 DK
d. Ability to deal with superiors.	(104) 9 8 7 6 5 4 3 2 1	(166) 9 8 7 6 5 4 3 2 1 DK
e. Business etiquette.	(105) 9 8 7 6 5 4 3 2 1	(167) 9 8 7 6 5 4 3 2 1 DK
Marketing		
a. Salesmanship.	(106) 9 8 7 6 5 4 3 2 1	(168) 9 8 7 6 5 4 3 2 1 DK
b. Marketing Research.	(107) 9 8 7 6 5 4 3 2 1	(169) 9 8 7 6 5 4 3 2 1 DK
c. Advertising	(108) 9 8 7 6 5 4 3 2 1	(170) 9 8 7 6 5 4 3 2 1 DK
d. Sales promotion (display, contests, trade shows) . .	(109) 9 8 7 6 5 4 3 2 1	(171) 9 8 7 6 5 4 3 2 1 DK
e. Business records (other than acc't).	(110) 9 8 7 6 5 4 3 2 1	(172) 9 8 7 6 5 4 3 2 1 DK
f. Fashion and trends.	(111) 9 8 7 6 5 4 3 2 1	(173) 9 8 7 6 5 4 3 2 1 DK
g. Buying.	(112) 9 8 7 6 5 4 3 2 1	(174) 9 8 7 6 5 4 3 2 1 DK
h. Transportation.	(113) 9 8 7 6 5 4 3 2 1	(175) 9 8 7 6 5 4 3 2 1 DK
i. Stockkeeping and inventory control.	(114) 9 8 7 6 5 4 3 2 1	(176) 9 8 7 6 5 4 3 2 1 DK
j. Credit.	(115) 9 8 7 6 5 4 3 2 1	(177) 9 8 7 6 5 4 3 2 1 DK
k. World trade	(116) 9 8 7 6 5 4 3 2 1	(178) 9 8 7 6 5 4 3 2 1 DK
Financial Records		
a. Bookkeeping	(117) 9 8 7 6 5 4 3 2 1	(179) 9 8 7 6 5 4 3 2 1 DK
b. Reading Financial Statements	(118) 9 8 7 6 5 4 3 2 1	(180) 9 8 7 6 5 4 3 2 1 DK
c. Accounting (more than bookkeeping & Reading financial statements). . .	(119) 9 8 7 6 5 4 3 2 1	(181) 9 8 7 6 5 4 3 2 1 DK

Exhibit 2 (continued)

(1) How impt. is (___) to good perform. for your non-supv. employees in M & D jobs?
(2) How does the group of applicants for non-supv. jobs rate with regard to prep. in (___)?

Machines of Business	Importance	(If) Preparation
a. Typewriter.	(120) 9 8 7 6 5 4 3 2 1	(182) 9 8 7 6 5 4 3 2 1 DK
b. Dictaphone.	(121) 9 8 7 6 5 4 3 2 1	(183) 9 8 7 6 5 4 3 2 1 DK
c. Calculator.	(122) 9 8 7 6 5 4 3 2 1	(184) 9 8 7 6 5 4 3 2 1 DK
d. Adding machine.	(123) 9 8 7 6 5 4 3 2 1	(185) 9 8 7 6 5 4 3 2 1 DK
e. Cash register	(124) 9 8 7 6 5 4 3 2 1	(186) 9 8 7 6 5 4 3 2 1 DK
f. Weighing or measuring devices.	(125) 9 8 7 6 5 4 3 2 1	(187) 9 8 7 6 5 4 3 2 1 DK

Economics		
a. Techniques & strategy for setting prices	(126) 9 8 7 6 5 4 3 2 1	(188) 9 8 7 6 5 4 3 2 1 DK
b. Free enterprise system in general.	(127) 9 8 7 6 5 4 3 2 1	(189) 9 8 7 6 5 4 3 2 1 DK
c. National income	(128) 9 8 7 6 5 4 3 2 1	(190) 9 8 7 6 5 4 3 2 1 DK
d. Economic cycles	(129) 9 8 7 6 5 4 3 2 1	(191) 9 8 7 6 5 4 3 2 1 DK
e. Business locations.	(130) 9 8 7 6 5 4 3 2 1	(192) 9 8 7 6 5 4 3 2 1 DK
f. Forecasting	(131) 9 8 7 6 5 4 3 2 1	(193) 9 8 7 6 5 4 3 2 1 DK
g. Seasonal fluctuations . . .	(132) 9 8 7 6 5 4 3 2 1	(194) 9 8 7 6 5 4 3 2 1 DK
h. Money and banking (banking services and activities, role of money, etc.) . . .	(133) 9 8 7 6 5 4 3 2 1	(195) 9 8 7 6 5 4 3 2 1 DK
i. Sources of funds for starting & operating a business	(134) 9 8 7 6 5 4 3 2 1	(196) 9 8 7 6 5 4 3 2 1 DK

Other Knowledge		
a. Knowledge of data processing.	(135) 9 8 7 6 5 4 3 2 1	(197) 9 8 7 6 5 4 3 2 1 DK
b. Insurance	(136) 9 8 7 6 5 4 3 2 1	(198) 9 8 7 6 5 4 3 2 1 DK
c. Planning.	(137) 9 8 7 6 5 4 3 2 1	(199) 9 8 7 6 5 4 3 2 1 DK
d. Internal organization relationships.	(138) 9 8 7 6 5 4 3 2 1	(200) 9 8 7 6 5 4 3 2 1 DK
e. Local trade laws.	(139) 9 8 7 6 5 4 3 2 1	(201) 9 8 7 6 5 4 3 2 1 DK
f. Business law.	(140) 9 8 7 6 5 4 3 2 1	(202) 9 8 7 6 5 4 3 2 1 DK
g. Federal laws and regulations.	(141) 9 8 7 6 5 4 3 2 1	(203) 9 8 7 6 5 4 3 2 1 DK
h. Unions.	(142) 9 8 7 6 5 4 3 2 1	(204) 9 8 7 6 5 4 3 2 1 DK
i. Cultural development (appreciation of literature, art, and music)	(143) 9 8 7 6 5 4 3 2 1	(205) 9 8 7 6 5 4 3 2 1 DK

VI. (206) When you screen applicants for non-supervisory jobs in marketing and distribution, what knowledge and skills, including those we have just dis-
(207) cussed or others, do you consider most important.

(208) a.______________________________
(209)
(210) b.______________________________
(211)
(212) c.______________________________
(213)
(214) d.______________________________

(215) e.______________________________

Exhibit 2 (continued)

VII. Now I'd like you to do something different for me. I have a list of nine items which I want you to read. After you read them, I want you to decide which one is most important to your non-supervisory employees for good performance in marketing and distribution jobs. Write a number one for that item. Then write a number two for the next most important item, a number three next, and so on.

	Importance (Rank)
(216) 1. Oral & written communications	
(217) 2. Mathematics	
(218) 3. Bookkeeping & accounting.	
(219) 4. Marketing	
(220) 5. Machines of business.	
(221) 6. Economics	
(222) 7. Human relations	
(223) 8. Personal characteristics.	
(224) 9. Technical or product knowledge.	

VIII. Now I want to find out what number of years of work experience people need with various levels of education in order to be hired.

Years of Work Experience

	Educational level	0	1	2	3	4	5	Beyond 5
(225)	Less than H. S.							
(226)	H. S. Diploma							
(227)	Vocational Technical							
(228)	2 years college							
(229)	4 years college							

IX. (230) What minimum level of education do you accept for people you hire into non-supervisory positions?

1 less than high school graduate
2 high school graduate
3 vocational-technical school
4 community or junior college (2 years)
5 4 year college
6 other:

Exhibit 2 (continued)

X. Where is the best place for your non-supervisory employees who want or need additional knowledge or training to acquire it?

(231) 1__________by correspondence
(232) 2__________vocational-technical school
(233) 3__________high school
(234) 4__________short courses & night school
(235) 5__________community or junior college
(236) 6__________4 year college
(237) 7__________on-the-job training in company classrooms
(238) 8__________on-the-job training at work stations
(239) 9__________other:______________________________

XI. (240) Why do you feel that (______) is the best place to get additional
(241) knowledge or training?
(242) a.______________________________
(243)
(244) b.______________________________
(245) c.______________________________

XII. If your employees did seek additional education or training, are there any courses or subjects in general which you would recommend?

(246)
(247)
(248) a.______________________________
(249)
(250)
(251) b.______________________________
(252)
(253)
(254) c.______________________________
(255)
(256)
(257)

XIII. Are there any extracurricular activities which you consider important or valuable for good job performance by your non-supervisory employees.

(258)
(259) a.______________________________
(260)
(261) b.______________________________
(262)
c.______________________________
d.______________________________
e.______________________________

XIV. (Blank)

XV. (Blank)

Exhibit 2 (continued)

XVI. Now I'd like you to rank some items for me again. I want you to think about the usual group of applicants for your marketing and distribution jobs. Then decide in which of these areas of knowledge or skill you find the poorest preparation. That is, think of the most common reasons why people are not hired. Rank that item a number one, the next a number two, and so on. The areas in which potential employees are normally found to be better prepared will get tha larger numbers.

Preparation
(Rank)

(263) 1. Oral & written communications . . . . . ______________
(264) 2. Mathematics . . . . ______________
(265) 3. Bookkeeping & accounting. . . . . ______________
(266) 4. Marketing . . . . ______________
(267) 5. Machines of business. . . . . ______________
(268) 6. Economics . . . . ______________
(269) 7. Human relations . . . . ______________
(270) 8. Personal characteristics. . . . . ______________
(271) 9. Technical or product knowledge. . . . . ______________

XVII. (Blank)

XVIII. What is the proportion of less than high school, high school, two-year college, and more than two-year college people which, by current practice, you hire into your marketing and distribution jobs?

(272) 1__________less than high school
(273) 2__________high school
(274) 3__________two years of college
(275) 4__________over two years of college

Classification Data

1. (276) Title: 1__________Owner
2__________Manager
3__________Personnel manager
4__________Supervisor
5__________Employee (non-supervisory)

2. (277) Number of employees under your jurisdiction:

1____________1 to 7
2____________8 to 19
3____________20 to 49
4____________50 to 99
5____________100 or more

3. (278) Firm with supervisor: 1 yes; 2 no

Exhibit 2 (continued)

4. (279) Size of town firm is located in:

1____________Under 2,500
2____________2,500 to 4,999
3____________5,000 to 9,999
4____________10,000 to 24,999

5____________25,000 to 49,999
6____________50,000 to 99,999
7____________100,000 and over

5. (280) SMSA 1 yes; 2 no

6. (281) SIC category: ____

7. (282) Questionnaire type:
1__________Employer concerning supervisor
2__________Employer concerning non-supervisory Employee
3__________Supervisor
4__________Employee

8. (283) Interviewer code: 1 2 3 4 5 6 7 8 9

9. (Blank)

10. (Blank)

11. (284) Approximately what percentage of your non-supervisory personnel do you hire from an employment agency?

Answer:______________________%

12. (285) Would you be willing to serve in an advisory capacity with officials of your local school to help organize a program of training which would be the most effective in meeting the needs of your business?

1 yes; 2 no

13. (Blank)

Exhibit 3

UNIVERSITY OF WASHINGTON
College of Business Administration

QUESTIONNAIRE TO NON-SUPERVISORY EMPLOYEES

OPENING STATEMENT

Mr.____________________, the University of Washington is doing a statewide study of over 1300 interviews to determine what general personal characteristics and what knowledge people need to perform well in jobs like yours. The purpose of the study is to obtain information which will be helpful in training young people to enter businesses like this one.

To do this study we need your help. You have been selected by a scientific random process, and I'd like to ask you some questions about the importance to you of certain personal characteristics and certain knowledge in your present job. Please think just about your job, not about other jobs like yours.

Whatever you say will be absolutely confidential. There is no way individuals can be identified with particular answers. In fact, after I get back we won't even be able to tell which individual is associated with particular answers ourselves.

Now the first question is this:

Exhibit 3 (continued)

QUESTIONNAIRE TO NON-SUPERVISORY EMPLOYEES

I. (1) **Have you had a course in school called distributive education, retailing, or mid-management?**

1 yes; 2 no

II. Blank

III. Now I want to read you a list of characteristics and ask you about their importance to you according to the scale at the top of this card (hand card). This isn't any kind of a test and there aren't any right answers. I just want to know how you feel about these things.

The first characteristic is appearance. *According to the top scale on the card, how important is (____________________) to you for good performance in your job?

*Repeat for each characteristic

	Personal Characteristics	Importance
1.	Appearance	(2) 9 8 7 6 5 4 3 2 1
2.	Friendliness	(3) 9 8 7 6 5 4 3 2 1
3.	Initiative	(4) 9 8 7 6 5 4 3 2 1
4.	Sincerity	(5) 9 8 7 6 5 4 3 2 1
5.	Self-confidence	(6) 9 8 7 6 5 4 3 2 1
6.	Hand shake	(7) 9 8 7 6 5 4 3 2 1
7.	Tactfulness	(8) 9 8 7 6 5 4 3 2 1
8.	Adaptability	(9) 9 8 7 6 5 4 3 2 1
9.	Enthusiasm	(10) 9 8 7 6 5 4 3 2 1
10.	Manners	(11) 9 8 7 6 5 4 3 2 1
11.	Honesty	(12) 9 8 7 6 5 4 3 2 1
12.	Smile	(13) 9 8 7 6 5 4 3 2 1
13.	Stamina	(14) 9 8 7 6 5 4 3 2 1
14.	Ability to take constructive criticism	(15) 9 8 7 6 5 4 3 2 1
15.	Pride in doing work well	(16) 9 8 7 6 5 4 3 2 1
16.	Safety consciousness	(17) 9 8 7 6 5 4 3 2 1
17.	Attention to details	(18) 9 8 7 6 5 4 3 2 1
18.	Willingness to abide by regulations	(19) 9 8 7 6 5 4 3 2 1
19.	Willingness to assume responsibility	(20) 9 8 7 6 5 4 3 2 1
20.	Willingness to do extra assignments	(21) 9 8 7 6 5 4 3 2 1
21.	Willingness to do routine work	(22) 9 8 7 6 5 4 3 2 1
22.	Knowing one's goal in life	(23) 9 8 7 6 5 4 3 2 1
23.	Dependability	(24) 9 8 7 6 5 4 3 2 1
24.	Positive attitude (optimism)	(25) 9 8 7 6 5 4 3 2 1
25.	Loyalty	(26) 9 8 7 6 5 4 3 2 1
26.	Imagination and creativity	(27) 9 8 7 6 5 4 3 2 1
27.	Quickness to grasp meaning	(28) 9 8 7 6 5 4 3 2 1
28.	Ability to apply knowledge	(29) 9 8 7 6 5 4 3 2 1
29.	Reasoning logically	(30) 9 8 7 6 5 4 3 2 1

Exhibit 3 (continued)

IV. What personal characteristics, including those we have just discussed or others, do you consider most important in your job?

(31) a.____
(32)
(33) b.____
(34)
(35) c.____
(36)
(37) d.____
(38)
(39) e.____
(40)

V. Now I'd like to turn from personal characteristics to the kind of knowledge or skill that you need on the job. I'm going to read you some items again and I'd like you to answer as you did before, using the card. Again, there aren't any right answers. I just want to know how you feel about these things.

The first item is letter writing. *(1) According to the top scale on the card, how important is knowledge or skill in (________________) to you for good performance in your job. (If importance exceeds 5, use (2).)

*(2) Now think about your high school or college education. How well did that prepare you in (________________) for your present job, according to the bottom scale on the card.

*Repeat (1) and (2) for each item.

Communications	Importance	(If) Preparation
a. Writing		
1. Letter writing. . . .	(41) 9 8 7 6 5 4 3 2 1	(103) 9 8 7 6 5 4 3 2 1 DK
2. Report writing. . . .	(42) 9 8 7 6 5 4 3 2 1	(104) 9 8 7 6 5 4 3 2 1 DK
3. Spelling.	(43) 9 8 7 6 5 4 3 2 1	(105) 9 8 7 6 5 4 3 2 1 DK
4. Penmanship.	(44) 9 8 7 6 5 4 3 2 1	(106) 9 8 7 6 5 4 3 2 1 DK
5. Punctuation	(45) 9 8 7 6 5 4 3 2 1	(107) 9 8 7 6 5 4 3 2 1 DK
b. Oral Presentation		
1. Group discussion. . .	(46) 9 8 7 6 5 4 3 2 1	(108) 9 8 7 6 5 4 3 2 1 DK
2. Prepared talks. . . .	(47) 9 8 7 6 5 4 3 2 1	(109) 9 8 7 6 5 4 3 2 1 DK
3. Person-to-person discussion	(48) 9 8 7 6 5 4 3 2 1	(110) 9 8 7 6 5 4 3 2 1 DK
c. Basic Grammar	(49) 9 8 7 6 5 4 3 2 1	(111) 9 8 7 6 5 4 3 2 1 DK
d. Listening and Observing .	(50) 9 8 7 6 5 4 3 2 1	(112) 9 8 7 6 5 4 3 2 1 DK
e. Reading		
1. Reading for comprehension	(51) 9 8 7 6 5 4 3 2 1	(113) 9 8 7 6 5 4 3 2 1 DK
2. Reading fast.	(52) 9 8 7 6 5 4 3 2 1	(114) 9 8 7 6 5 4 3 2 1 DK
f. Use of the Telephone. . .	(53) 9 8 7 6 5 4 3 2 1	(115) 9 8 7 6 5 4 3 2 1 DK

Exhibit 3 (continued)

(1) According to the top scale on the card, how important is knowledge or skill in (________) to you for good performance in your job?

(2) How well did your high school or college education prepare you in (______) for your present job, according to the bottom scale on the card?

Mathematics	Importance	(If) Preparation
a. Basic arithmetic (addition, subtraction, division, multiplication)	(54) 9 8 7 6 5 4 3 2 1	(116) 9 8 7 6 5 4 3 2 1 DK
b. Business arithmetic (discounts, mark-ups, markdowns)	(55) 9 8 7 6 5 4 3 2 1	(117) 9 8 7 6 5 4 3 2 1 DK
c. Mental arithmetic capability	(56) 9 8 7 6 5 4 3 2 1	(118) 9 8 7 6 5 4 3 2 1 DK
d. Making change	(57) 9 8 7 6 5 4 3 2 1	(119) 9 8 7 6 5 4 3 2 1 DK
e. Higher mathematics(algebra, trig, calculus)	(58) 9 8 7 6 5 4 3 2 1	(120) 9 8 7 6 5 4 3 2 1 DK
f. Statistics	(59) 9 8 7 6 5 4 3 2 1	(121) 9 8 7 6 5 4 3 2 1 DK

Human Relations		
a. Ability to get others to work effectively	(60) 9 8 7 6 5 4 3 2 1	(122) 9 8 7 6 5 4 3 2 1 DK
b. Ability to work with others	(61) 9 8 7 6 5 4 3 2 1	(123) 9 8 7 6 5 4 3 2 1 DK
c. Fair treatment of minorities (customers & employees)	(62) 9 8 7 6 5 4 3 2 1	(124) 9 8 7 6 5 4 3 2 1 DK
d. Ability to deal with superiors	(63) 9 8 7 6 5 4 3 2 1	(125) 9 8 7 6 5 4 3 2 1 DK
e. Business etiquette	(64) 9 8 7 6 5 4 3 2 1	(126) 9 8 7 6 5 4 3 2 1 DK

Marketing		
a. Salesmanship	(65) 9 8 7 6 5 4 3 2 1	(127) 9 8 7 6 5 4 3 2 1 DK
b. Marketing research	(66) 9 8 7 6 5 4 3 2 1	(128) 9 8 7 6 5 4 3 2 1 DK
c. Advertising	(67) 9 8 7 6 5 4 3 2 1	(129) 9 8 7 6 5 4 3 2 1 DK
d. Sales promotion (display, contests, trade shows)	(68) 9 8 7 6 5 4 3 2 1	(130) 9 8 7 6 5 4 3 2 1 DK
e. Business records (other than acc't)	(69) 9 8 7 6 5 4 3 2 1	(131) 9 8 7 6 5 4 3 2 1 DK
f. Fashion and trends	(70) 9 8 7 6 5 4 3 2 1	(132) 9 8 7 6 5 4 3 2 1 DK
g. Buying	(71) 9 8 7 6 5 4 3 2 1	(133) 9 8 7 6 5 4 3 2 1 DK
h. Transportation	(72) 9 8 7 6 5 4 3 2 1	(134) 9 8 7 6 5 4 3 2 1 DK
i. Stockkeeping & inventory control	(73) 9 8 7 6 5 4 3 2 1	(135) 9 8 7 6 5 4 3 2 1 DK
j. Credit	(74) 9 8 7 6 5 4 3 2 1	(136) 9 8 7 6 5 4 3 2 1 DK
k. World trade	(75) 9 8 7 6 5 4 3 2 1	(137) 9 8 7 6 5 4 3 2 1 DK

Exhibit 3 (continued)

(1) How important is knowledge or skill in (______) to you for good performance?

(2) How well did your schooling prepare you in (________) for your job?
(If)

Financial Records		Importance		Preparation
a. Bookkeeping.	(76)	9 8 7 6 5 4 3 2 1	(138)	9 8 7 6 5 4 3 2 1 DK
b. Reading financial statements	(77)	9 8 7 6 5 4 3 2 1	(139)	9 8 7 6 5 4 3 2 1 DK
c. Accounting (more than bookkeeping & reading financial statements). .	(78)	9 8 7 6 5 4 3 2 1	(140)	9 8 7 6 5 4 3 2 1 DK
Machines of Business				
a. Typewriter	(79)	9 8 7 6 5 4 3 2 1	(141)	9 8 7 6 5 4 3 2 1 DK
b. Dictaphone	(80)	9 8 7 6 5 4 3 2 1	(142)	9 8 7 6 5 4 3 2 1 DK
c. Calculator	(81)	9 8 7 6 5 4 3 2 1	(143)	9 8 7 6 5 4 3 2 1 DK
d. Adding machine	(82)	9 8 7 6 5 4 3 2 1	(144)	9 8 7 6 5 4 3 2 1 DK
e. Cash register.	(83)	9 8 7 6 5 4 3 2 1	(145)	9 8 7 6 5 4 3 2 1 DK
f. Weighing or measuring devices	(84)	9 8 7 6 5 4 3 2 1	(146)	9 8 7 6 5 4 3 2 1 DK
Economics				
a. Techniques & strategy for setting prices	(85)	9 8 7 6 5 4 3 2 1	(147)	9 8 7 6 5 4 3 2 1 DK
b. Free enterprise system in general	(86)	9 8 7 6 5 4 3 2 1	(148)	9 8 7 6 5 4 3 2 1 DK
c. National income.	(87)	9 8 7 6 5 4 3 2 1	(149)	9 8 7 6 5 4 3 2 1 DK
d. Economic cycles.	(88)	9 8 7 6 5 4 3 2 1	(150)	9 8 7 6 5 4 3 2 1 DK
e. Business locations	(89)	9 8 7 6 5 4 3 2 1	(151)	9 8 7 6 5 4 3 2 1 DK
f. Forecasting.	(90)	9 8 7 6 5 4 3 2 1	(152)	9 8 7 6 5 4 3 2 1 DK
g. Seasonal fluctuations. . .	(91)	9 8 7 6 5 4 3 2 1	(153)	9 8 7 6 5 4 3 2 1 DK
h. Money and banking (banking services & activities, role of money, etc.) . .	(92)	9 8 7 6 5 4 3 2 1	(154)	9 8 7 6 5 4 3 2 1 DK
i. Sources of funds for starting & operating a business	(93)	9 8 7 6 5 4 3 2 1	(155)	9 8 7 6 5 4 3 2 1 DK
Other Knowledge				
a. Knowledge of data processing	(94)	9 8 7 6 5 4 3 2 1	(156)	9 8 7 6 5 4 3 2 1 DK
b. Insurance	(95)	9 8 7 6 5 4 3 2 1	(157)	9 8 7 6 5 4 3 2 1 DK
c. Planning	(96)	9 8 7 6 5 4 3 2 1	(158)	9 8 7 6 5 4 3 2 1 DK
d. Internal organization relationships	(97)	9 8 7 6 5 4 3 2 1	(159)	9 8 7 6 5 4 3 2 1 DK
e. Local trade laws	(98)	9 8 7 6 5 4 3 2 1	(160)	9 8 7 6 5 4 3 2 1 DK
f. Business law	(99)	9 8 7 6 5 4 3 2 1	(161)	9 8 7 6 5 4 3 2 1 DK
g. Federal laws and regulations	(100)	9 8 7 6 5 4 3 2 1	(162)	9 8 7 6 5 4 3 2 1 DK
h. Unions	(101)	9 8 7 6 5 4 3 2 1	(163)	9 8 7 6 5 4 3 2 1 DK
i. Cultural development (appreciation of literature, art, and music)	(102)	9 8 7 6 5 4 3 2 1	(164)	9 8 7 6 5 4 3 2 1 DK

Exhibit 3 (continued)

VI. **What knowledge or skills, including those we have just discussed or others, do you consider most important in your job?**

(165) a.____
(166)
(167) b.____
(168)
(169) c.____
(170)
(171) d.____
(172)
(173) e.____
(174)

VII. Now I'd like you to do something different for me. I have a list of nine items which I want you to read. After you read them, I want you to decide which one is most important to you for good performance in your job. Write a number 1 for that item. Then write a number 2 for the next most important item, a number 3 next, and so on.

			Importance (Rank)
(175)	1.	Oral & written communications	________
(176)	2.	Mathematics	________
(177)	3.	Bookkeeping & accounting	________
(178)	4.	Marketing	________
(179)	5.	Machines of business	________
(180)	6.	Economics	________
(181)	7.	Human relations	________
(182)	8.	Personal characteristics	________
(183)	9.	Technical or product knowledge	________

VIII. Blank

IX. Blank

X. Where is the best place for you to gain any additional knowledge or training which you might want or need.

(184) 1. __________by correspondence
(185) 2. __________vocational-technical school
(186) 3. __________high school
(187) 4. __________short courses and night school
(188) 5. __________community or junior colleges
(189) 6. __________four-year college
(190) 7. __________on-the-job training in company classrooms
(191) 8. __________on-the-job training at work stations
(192) 9. __________other:______________________________

Exhibit 3 (continued)

XI. Why do you feel that ______________________ is the best place to get additional knowledge or training?

(193) a.______________________________
(194)
(195) b.______________________________
(196)
(197)
(198)

XII. If you did seek additional training for this job, what specific courses or subjects would you take?

(199) a.______________________________
(200)
(201)
(202) b.______________________________
(203)
(204)
(205) c.______________________________
(206)
(207) d.______________________________
(208)
(209) e______________________________
(210)

XIII. Are there any extra-curricular activities that you had in high school or college which have proved useful or valuable to you in your present job?

(211) a.______________________________

(212) b.______________________________

(213) c.______________________________

(214) d.______________________________

(215) e.______________________________

XIV. What subjects or subject areas that you studied in high school or college have proved to be the most useful to you in your present job?

(216) a.______________________________
(217)
(218)
(219) b.______________________________
(220)
(221)
(222) c.______________________________
(223)
(224) d.______________________________
(225)
(226) e.______________________________
(227)

Exhibit 3 (continued)

XV. What personal characteristics, knowledge, skills, or training have you found best learned on the job rather than in school?

(228) a. ____________________
(229)
(230) b. ____________________
(231)
(232) c. ____________________

(233) d. ____________________
(234)

(235) e. ____________________

(236) f. ____________________

(237) g. ____________________

XVI. Now I'd like you to rank some items for me again. This time I want you to put them in order according to how your high school and/or college education prepared you. What I want you to do is rank the area in which you were least prepared number 1, next least number 2, next number 3, and so on. Thus, the areas in which you were best prepared will get the larger numbers.

			Preparation (Rank)
(238)	1.	Oral & written communications	
(239)	2.	Mathematics	
(240)	3.	Bookkeeping & accounting	
(241)	4.	Marketing	
(242)	5.	Machines of business	
(243)	6.	Economics	
(244)	7.	Human relations	
(245)	8.	Personal characteristics	
(246)	9.	Technical or product knowledge	

XVII. What are the personal characteristics or knowledge in which you wish you were stronger or better prepared in order to be more effective in your present job. (probe once).

(247) a. ____________________
(248)
(249)
(250) b. ____________________
(251)
(252) c. ____________________
(253)
(254) d. ____________________
(255)
(256)
(257) e. ____________________
(258)

XVIII. Blank

Exhibit 3 (continued)

Classification Data

1. (259) Tible: 1__________Owner
2__________Manager of store
3__________Personnel Manager
4__________Supervisor
5__________Employee (non-supervisory)

2. (260) Number of employees in your organization:

1__________1 to 7
2__________8 to 19
3__________20 to 49
4__________50 to 99
5__________100 or more

3. (261) Firm with supervisor: 1 yes; 2 no

4. (262) Size of town firm is located in:

1__________under 2,500
2__________2,500 to 4,999
3__________5,000 to 9,999
4__________10,000 to 24,999
5__________25,000 to 49,999
6__________50,000 to 99,999
7__________100,000 and over

5. (263) SMSA 1 yes; 2 no

6. (264) SIC category:__________________________

7. (265) Questionnaire type:

1__________Employer concerning supervisor
2__________Employer concerning non-supervisory employee
3__________Supervisor
4__________Employee

8. (266) Interviewer code: 1 2 3 4 5 6 7 8 9

9. (267) How many years of formal education have you had?

1__________less than high school diploma
2__________high school diploma
3__________1 year beyond H.S.
4__________2 years beyond H.S.
5__________3 years beyond H.S.
6__________4 years beyond H.S.
7__________more than 4 years beyond H.S.

10. (268) (blank)
11. (blank)
12. (blank)
13. (269) What is the total number of years of full-time work experience you have had, including years here and elsewhere?
1 2 3 4 5 6 7 8 or over.

Exhibit 4

UNIVERSITY OF WASHINGTON
College of Business Administration

QUESTIONNAIRE TO EMPLOYERS CONCERNING SUPERVISORS

OPENING STATEMENT

For this interview I'd like you to turn your attention only to your supervisors. By supervisor, I'm thinking of any person who is in charge of one or more employees. Also, just think of your supervisors in marketing and distribution. And, finally, think about these supervisors as a group, not any particular person.

Again, whatever you say will be confidential.

Now the first question is this:

ALTERNATE OPENING STATEMENT

Mr.__________________, as Professor Peck mentioned on the phone, the University of Washington is doing a statewide study of over 1300 interviews to determine what general personal characteristics and what knowledge people need to perform well in supervisory jobs in marketing and distribution. The purpose of this study is to obtain information which should be helpful in training people for your kind of business.

Therefore, I'd like to ask you some questions about those supervisory jobs in your firm where a major part of the work concerns your distribution and marketing function. These would be jobs performed by supervisors of employees who have customer contact, or are concerned with serving or servicing customers, with physical distribution, with pricing or promoting, or with buying, as opposed to making things or administering your organization.

I'd like you to think about these supervisory jobs as a single group or a class. I realize many of the jobs are very different, but I'm trying to find out all the qualifications for all those jobs as a whole, even though no single qualification may be required for every one of them. In other words, don't think of just one supervisor; think of all your marketing and distribution supervisors as a group.

Please be sure to think only about supervisors; we're getting information about non-supervisory employees in another series of interviews.

Whatever you say will be absolutely confidential. There is no way individuals can be identified with particular answers. In fact, after I get back we won't even be able to tell which individual is associated with particular answers ourselves.

Now the first question is this:

Exhibit 4 (continued)

I. (1) When you screen applicants or employees for possible hiring or promotion into supervisory positions in marketing and distribution, what are the
(2) principal weaknesses you find in these people (probe once).

(3) a. ____________________
(4)
(5) b. ____________________
(6)
(7) c. ____________________
(8)
(9) d. ____________________
(10)
(11) e. ____________________
(12)
f. ____________________

g. ____________________

II. (13) (Blank)

III. Now I want to read you a list of characteristics and ask you about their importance and about prospective supervisors' preparation in them according to the scales on this card (hand card). This isn't any kind of a test and there aren't any right answers. I just want to know how you feel about these things.

The first characteristic is appearance. *(1) According to the top scale on the card, how important is (________) to good performance for your supervisors in marketing and distribution jobs. (Use (2) if importance exceeds 5).

*(2) Now think about the group of people you sift through in order to find someone to hire or promote into a supervisory job in marketing and distribution. How does that group rate (with regard to) in (_________), according to the bottom scale on the card.

*Repeat (1) and (2) for each characteristic.

Personal Characteristics	Importance	(If) Preparation
1. Appearance.	(14) 9 8 7 6 5 4 3 2 1	(43) 9 8 7 6 5 4 3 2 1 DK
2. Friendliness.	(15) 9 8 7 6 5 4 3 2 1	(44) 9 8 7 6 5 4 3 2 1 DK
3. Initiative.	(16) 9 8 7 6 5 4 3 2 1	(45) 9 8 7 6 5 4 3 2 1 DK
4. Sincerity	(17) 9 8 7 6 5 4 3 2 1	(46) 9 8 7 6 5 4 3 2 1 DK
5. Self-confidence . . .	(18) 9 8 7 6 5 4 3 2 1	(47) 9 8 7 6 5 4 3 2 1 DK
6. Hand shake.	(19) 9 8 7 6 5 4 3 2 1	(48) 9 8 7 6 5 4 3 2 1 DK
7. Tactfulness	(20) 9 8 7 6 5 4 3 2 1	(49) 9 8 7 6 5 4 3 2 1 DK
8. Adaptability.	(21) 9 8 7 6 5 4 3 2 1	(50) 9 8 7 6 5 4 3 2 1 DK
9. Enthusiasm.	(22) 9 8 7 6 5 4 3 2 1	(51) 9 8 7 6 5 4 3 2 1 DK
10. Manners	(23) 9 8 7 6 5 4 3 2 1	(52) 9 8 7 6 5 4 3 2 1 DK
11. Honesty	(24) 9 8 7 6 5 4 3 2 1	(53) 9 8 7 6 5 4 3 2 1 DK
12. Smile	(25) 9 8 7 6 5 4 3 2 1	(54) 9 8 7 6 5 4 3 2 1 DK

Exhibit 4 (continued)

(1) (How important is____________ to good performance for your non-supervisory employees in marketing and distribution jobs?)

(2) (How does the group that you sift through to find a new supervisor rate (with regard to) in_________________________ according to the bottom scale on the card?)

Personal Characteristics	Importance	(If) Preparation
13. Stamina.	(26) 9 8 7 6 5 4 3 2 1	(55) 9 8 7 6 5 4 3 2 1 DK
14. Ability to take constructive criticism	(27) 9 8 7 6 5 4 3 2 1	(56) 9 8 7 6 5 4 3 2 1 DK
15. Pride in doing work well . .	(28) 9 8 7 6 5 4 3 2 1	(57) 9 8 7 6 5 4 3 2 1 DK
16. Safety consciousness . . .	(29) 9 8 7 6 5 4 3 2 1	(58) 9 8 7 6 5 4 3 2 1 DK
17. Attention to details . . .	(30) 9 8 7 6 5 4 3 2 1	(59) 9 8 7 6 5 4 3 2 1 DK
18. Willingness to abide by regulations	(31) 9 8 7 6 5 4 3 2 1	(60) 9 8 7 6 5 4 3 2 1 DK
19. Willingness to assume responsibility.	(32) 9 8 7 6 5 4 3 2 1	(61) 9 8 7 6 5 4 3 2 1 DK
20. Willingness to do extra assignments	(33) 9 8 7 6 5 4 3 2 1	(62) 9 8 7 6 5 4 3 2 1 DK
21. Willingness to do routine work.	(34) 9 8 7 6 5 4 3 2 1	(63) 9 8 7 6 5 4 3 2 1 DK
22. Knowing one's goal in life	(35) 9 8 7 6 5 4 3 2 1	(64) 9 8 7 6 5 4 3 2 1 DK
23. Dependability.	(36) 9 8 7 6 5 4 3 2 1	(65) 9 8 7 6 5 4 3 2 1 DK
24. Positive attitude (optimism).	(37) 9 8 7 6 5 4 3 2 1	(66) 9 8 7 6 5 4 3 2 1 DK
25. Loyalty.	(38) 9 8 7 6 5 4 3 2 1	(67) 9 8 7 6 5 4 3 2 1 DK
26. Imagination and creativity	(39) 9 8 7 6 5 4 3 2 1	(68) 9 8 7 6 5 4 3 2 1 DK
27. Quickness to grasp meaning	(40) 9 8 7 6 5 4 3 2 1	(69) 9 8 7 6 5 4 3 2 1 DK
28. Ability to apply knowledge	(41) 9 8 7 6 5 4 3 2 1	(70) 9 8 7 6 5 4 3 2 1 DK
29. Reasoning logically. . . .	(42) 9 8 7 6 5 4 3 2 1	(71) 9 8 7 6 5 4 3 2 1 DK

IV. (72) When you promote or hire people into supervisory positions in marketing and distribution, what personal characteristics, including those we have just discussed or others, do you consider most important?

(73)
(74)
(75)
(76)
(77)
(78)
(79)
(80)
(81)

a.____

b.____

c.____

d.____

e.____

f.____

g.____

Exhibit 4 (continued)

V. Now I'd like to leave personal characteristics and turn to the kind of knowledge or skill your marketing and distribution supervisors need. I'm going to read you some items again and I'd like you to answer as you did before, using the card. Again, there aren't any right answers. I just want to know how you feel about these things.

The first item is letter writing. *(1) According to the top scale on the card, how important is knowledge or skill in (_________) to good performance for your supervisors in marketing and distribution jobs. (If importance exceeds 5, use (2)).

*(2) Now think about the group of people you sift through to find someone to hire or promote into a supervisory job in marketing and distribution. How does that group rate with regard to preparation in (_________), according to the bottom scale on the card?

*Repeat (1) and (2) for each item.

Communications	Importance		(If) Preparation	
a. Writing				
1. Letter writing	(82)	9 8 7 6 5 4 3 2 1	(144)	9 8 7 6 5 4 3 2 1 DK
2. Report writing	(83)	9 8 7 6 5 4 3 2 1	(145)	9 8 7 6 5 4 3 2 1 DK
3. Spelling	(84)	9 8 7 6 5 4 3 2 1	(146)	9 8 7 6 5 4 3 2 1 DK
4. Penmanship	(85)	9 8 7 6 5 4 3 2 1	(147)	9 8 7 6 5 4 3 2 1 DK
5. Punctuation.	(86)	9 8 7 6 5 4 3 2 1	(148)	9 8 7 6 5 4 3 2 1 DK
b. Oral Presentation				
1. Group discussion	(87)	9 8 7 6 5 4 3 2 1	(149)	9 8 7 6 5 4 3 2 1 DK
2. Prepared talks	(88)	9 8 7 6 5 4 3 2 1	(150)	9 8 7 6 5 4 3 2 1 DK
3. Person-to-person discussion.	(89)	9 8 7 6 5 4 3 2 1	(151)	9 8 7 6 5 4 3 2 1 DK
c. Basic grammar	(90)	9 8 7 6 5 4 3 2 1	(152)	9 8 7 6 5 4 3 2 1 DK
d. Listening and observing . .	(91)	9 8 7 6 5 4 3 2 1	(153)	9 8 7 6 5 4 3 2 1 DK
e. Reading				
1. Reading for comprehension	(92)	9 8 7 6 5 4 3 2 1	(154)	9 8 7 6 5 4 3 2 1 DK
2. Reading fast	(93)	9 8 7 6 5 4 3 2 1	(155)	9 8 7 6 5 4 3 2 1 DK
f. Use of the telephone.	(94)	9 8 7 6 5 4 3 2 1	(156)	9 8 7 6 5 4 3 2 1 DK
Mathematics				
a. Basic arithmetic (addition, subtraction, division, multiplication)	(95)	9 8 7 6 5 4 3 2 1	(157)	9 8 7 6 5 4 3 2 1 DK
b. Business arithmetic (discounts, mark-ups. mark-downs)	(96)	9 8 7 6 5 4 3 2 1	(158)	9 8 7 6 5 4 3 2 1 DK
c. Mental arithmetic capability	(97)	9 8 7 6 5 4 3 2 1	(159)	9 8 7 6 5 4 3 2 1 DK
d. Making change	(98)	9 8 7 6 5 4 3 2 1	(160)	9 8 7 6 5 4 3 2 1 DK
e. Higher mathematics (algebra, geometry, trig, calculus)	(99)	9 8 7 6 5 4 3 2 1	(161)	9 8 7 6 5 4 3 2 1 DK
f. Statistics.	(100)	9 8 7 6 5 4 3 2 1	(162)	9 8 7 6 5 4 3 2 1 DK

Exhibit 4 (continued)

(1) How imp. is kn. or sk. in (____) to good perf. for your **supr.** in M & D jobs?

(2) How does the group that you sift thru rate with regard to (__) according to the bottom scale?

Human Relations		Importance		(If) Preparation
a. Ability to get others to work effectively	(101)	9 8 7 6 5 4 3 2 1	(163)	9 8 7 6 5 4 3 2 1 DK
b. Ability to work with others	(102)	9 8 7 6 5 4 3 2 1	(164)	9 8 7 6 5 4 3 2 1 DK
c. Fair treatment of minorities (customers and employees)	(103)	9 8 7 6 5 4 3 2 1	(165)	9 8 7 6 5 4 3 2 1 DK
d. Ability to deal with superiors	(104)	9 8 7 6 5 4 3 2 1	(166)	9 8 7 6 5 4 3 2 1 DK
e. Business etiquette	(105)	9 8 7 6 5 4 3 2 1	(167)	9 8 7 6 5 4 3 2 1 DK
Marketing				
a. Salesmanship	(106)	9 8 7 6 5 4 3 2 1	(168)	9 8 7 6 5 4 3 2 1 DK
b. Marketing Research	(107)	9 8 7 6 5 4 3 2 1	(169)	9 8 7 6 5 4 3 2 1 DK
c. Advertising	(108)	9 8 7 6 5 4 3 2 1	(170)	9 8 7 6 5 4 3 2 1 DK
d. Sales promotion (display, contests, trade shows)	(109)	9 8 7 6 5 4 3 2 1	(171)	9 8 7 6 5 4 3 2 1 DK
e. Business records (other than acc't)	(110)	9 8 7 6 5 4 3 2 1	(172)	9 8 7 6 5 4 3 2 1 DK
f. Fashion and trends	(111)	9 8 7 6 5 4 3 2 1	(173)	9 8 7 6 5 4 3 2 1 DK
g. Buying	(112)	9 8 7 6 5 4 3 2 1	(174)	9 8 7 6 5 4 3 2 1 DK
h. Transportation	(113)	9 8 7 6 5 4 3 2 1	(175)	9 8 7 6 5 4 3 2 1 DK
i. Stockkeeping and inventory control	(114)	9 8 7 6 5 4 3 2 1	(176)	9 8 7 6 5 4 3 2 1 DK
j. Credit	(115)	9 8 7 6 5 4 3 2 1	(177)	9 8 7 6 5 4 3 2 1 DK
k. World trade	(116)	9 8 7 6 5 4 3 2 1	(178)	9 8 7 6 5 4 3 2 1 DK
Financial Records				
a. Bookkeeping	(117)	9 8 7 6 5 4 3 2 1	(179)	9 8 7 6 5 4 3 2 1 DK
b. Reading financial statements	(118)	9 8 7 6 5 4 3 2 1	(180)	9 8 7 6 5 4 3 2 1 DK
c. Accounting (more than bookkeeping & reading financial statements)	(119)	9 8 7 6 5 4 3 2 1	(181)	9 8 7 6 5 4 3 2 1 DK
Machines of Business				
a. Typewriter	(120)	9 8 7 6 5 4 3 2 1	(182)	9 8 7 6 5 4 3 2 1 DK
b. Dictaphone	(121)	9 8 7 6 5 4 3 2 1	(183)	9 8 7 6 5 4 3 2 1 DK
c. Calculator	(122)	9 8 7 6 5 4 3 2 1	(184)	9 8 7 6 5 4 3 2 1 DK
d. Adding machine	(123)	9 8 7 6 5 4 3 2 1	(185)	9 8 7 6 5 4 3 2 1 DK
e. Cash register	(124)	9 8 7 6 5 4 3 2 1	(186)	9 8 7 6 5 4 3 2 1 DK
f. Weighing or measuring devices	(125)	9 8 7 6 5 4 3 2 1	(187)	9 8 7 6 5 4 3 2 1 DK
Economics				
a. Techniques & strategy for setting prices	(126)	9 8 7 6 5 4 3 2 1	(188)	9 8 7 6 5 4 3 2 1 DK
b. Free enterprise system in general	(127)	9 8 7 6 5 4 3 2 1	(189)	9 8 7 6 5 4 3 2 1 DK
c. National income	(128)	9 8 7 6 5 4 3 2 1	(190)	9 8 7 6 5 4 3 2 1 DK

Exhibit 4 (continued)

(1) How imp. is kn. or sk. in (___) to good perf. for your supr. in M & D jobs?

(2) How does the group that you sift thru rate with regard to (____) according to the bottom scale?

Economics (continued)	Importance	(If) Preparation
d. Economic cycles	(129) 9 8 7 6 5 4 3 2 1	(191) 9 8 7 6 5 4 3 2 1 DK
e. Business locations. . .	(130) 9 8 7 6 5 4 3 2 1	(192) 9 8 7 6 5 4 3 2 1 DK
f. Forecasting	(131) 9 8 7 6 5 4 3 2 1	(193) 9 8 7 6 5 4 3 2 1 DK
g. Seasonal fluctuations . .	(132) 9 8 7 6 5 4 3 2 1	(194) 9 8 7 6 5 4 3 2 1 DK
h. Money and banking (banking services and activities, role of money, etc.) . .	(133) 9 8 7 6 5 4 3 2 1	(195) 9 8 7 6 5 4 3 2 1 DK
i. Sources of funds for starting & operating a business	(134) 9 8 7 6 5 4 3 2 1	(196) 9 8 7 6 5 4 3 2 1 DK
Other Knowledge		
a. Knowledge of data processing.	(135) 9 8 7 6 5 4 3 2 1	(197) 9 8 7 6 5 4 3 2 1 DK
b. Insurance	(136) 9 8 7 6 5 4 3 2 1	(198) 9 8 7 6 5 4 3 2 1 DK
c. Planning.	(137) 9 8 7 6 5 4 3 2 1	(199) 9 8 7 6 5 4 3 2 1 DK
d. Internal organization . . relationships.	(138) 9 8 7 6 5 4 3 2 1	(200) 9 8 7 6 5 4 3 2 1 DK
e. Local trade laws.	(139) 9 8 7 6 5 4 3 2 1	(201) 9 8 7 6 5 4 3 2 1 DK
f. Business law.	(140) 9 8 7 6 5 4 3 2 1	(202) 9 8 7 6 5 4 3 2 1 DK
g. Federal laws and regulations.	(141) 9 8 7 6 5 4 3 2 1	(203) 9 8 7 6 5 4 3 2 1 DK
h. Unions.	(142) 9 8 7 6 5 4 3 2 1	(204) 9 8 7 6 5 4 3 2 1 DK
i. Cultural development (appreciation of literature, art, and music)	(143) 9 8 7 6 5 4 3 2 1	(205) 9 8 7 6 5 4 3 2 1 DK

VI. (206) (207) (208) When you screen applicants for supervisory jobs in marketing and distribution, what knowledge and skills, including those we have just discussed or others, do you consider most important.

(209) (210) a. ______________________________

(211) b. ______________________________

(212) (213) c. ______________________________

(214) d. ______________________________

(215) e. ______________________________

Exhibit 4 (continued)

VII. Now I'd like you to do something different for me. I have a list of nine items which I want you to read. After you read them, I want you to decide which one is most important to your supervisors for good performance in marketing and distribution jobs. Write a number one for that item. Then write a number two for the next most important item, a number three next, and so on.

Importance (Rank)

(216) 1. Oral & written communications ____________
(217) 2. Mathematics ____________
(218) 3. Bookkeeping & accounting ____________
(219) 4. Marketing ____________
(220) 5. Machines of business ____________
(221) 6. Economics ____________
(222) 7. Human relations ____________
(223) 8. Personal characteristics ____________
(224) 9. Technical or product knowledge ____________

VIII. Now I want to find out what number of years of work experience people need with various levels of education in order to be hired or promoted into supervisory jobs.

Years of Work Experience

	Education Level	0	1	2	3	4	5	Beyond 5
(225)	Less than H.S.							
(226)	H.S. Diploma							
(227)	Vocational Tech.							
(228)	2 years college							
(229)	4 years college							

IX. (230) What minimum level of education do you accept for people you promote or hire into supervisory positions?

1 less than high school graduate
2 high school graduate
3 vocational-technical school
4 community or junior college
5 4 year college
6 other: ______________________________

Exhibit 4 (continued)

X. Where is the best place for your supervisors who want or need additional knowledge or training to acquire it?

(231) 1. by correspondence
(232) 2. vocational-technical school
(233) 3. high school
(234) 4. short courses and night school
(235) 5. community or junior college
(236) 6. 4 year college
(237) 7. on-the-job training in company class rooms
(238) 8. on-the-job training at work stations
(239) 9. other

XI. (240) Why do you feel that ______________ is the best place to get additional knowledge or training?
(241)
(242) a. ______________________________
(243)
(244) b. ______________________________
(245)

XII. (246) If your supervisors did seek additional education or training, are there
(247) any courses or subjects in general which you would recommend?
(248)
(249) a. ______________________________
(250)
(251)
(252) b. ______________________________
(253)
(254)
(255) c. ______________________________
(256)
(257)

XIII. Are there any extracurricular activities which you consider important or valuable for good job performance by your supervisors?

(258) a. ______________________________
(259)
(260) b. ______________________________
(261)
(262) c. ______________________________

d. ______________________________

e. ______________________________

XIV. Blank

XV. Blank

Exhibit 4 (continued)

XVI. Now I'd like you to rank some items for me again. I want you to think about the people you sift through when you are looking for a new supervisor. Then decide in which of these areas of knowledge or skill you find the poorest preparation. That is, think of the most common reasons why people are not given supervisory positions. Rank that item a number one, the next a number two, and so on. The areas in which potential supervisors are normally found to be better prepared will get the larger numbers.

	Preparation (Rank)
(263) 1. Oral & written communications	________
(264) 2. Mathematics	________
(265) 3. Bookkeeping & accounting	________
(266) 4. Marketing	________
(267) 5. Machines of business	________
(268) 6. Economics	________
(269) 7. Human relations	________
(270) 8. Personal characteristics	________
(271) 9. Technical or product knowledge	________

XVII. (Blank)

XVIII. What is the proportion of less than high school, high school, two-year college and more than two-year college people which, according to current practice, you promote or hire into your supervisory jobs in marketing and distribution?

(272) 1________less than high school
(273) 2________high school
(274) 3________two years of college
(275) 4________over two years of college

(Total 100%)

Classification Data

1. (276) Title:
1________Owner
2________Manager
3________Personnel manager
4________Supervisor
5________Employee (non-supervisory)

2. (277) Number of employees under your jurisdiction

1________1 to 7
2________8 to 19
3________20 to 49
4________50 to 99
5________100 or more

Exhibit 4 (continued)

3. (278) Firm with supervisor: 1 yes; 2 no

4. (279) Size of town firm is located in:

1__________Under, 2,500
2__________2,500 to 4,999
3__________5,000 to 9,999
4__________10,000 to 24,999
5__________25,000 to 49,999
6__________50,000 to 99,999
7__________100,000 and over

5. (280) SMSA 1 yes; 2 no

6. (281) SIC category:__________________________

7. (282) Questionnaire type:
1_______Employer concerning supervisor
2_______Employer concerning non-supervisory employees
3_______Supervisor
4_______Employee

8. (283) Interviewer code: 1 2 3 4 5 6 7 8 9

9. (Blank)

10. (Blank)

11. (284) Approximately what percentage of your supervisory personnel do you hire from an employment agency?

Answer:__________%

12. (285) Would you be willing to serve in an advisory capacity with officials of your local school to help organize a program of training which would be the most effective in meeting the needs of your business?

1 yes; 2 no

13. (Blank)

Exhibit 5

UNIVERSITY OF WASHINGTON
College of Business Administration

QUESTIONNAIRE TO SUPERVISORS

OPENING STATEMENT

Mr.______________, the University of Washington is doing a statewide study of over 1300 interviews to determine what general personal characteristics and what knowledge people need to perform well in jobs like yours. The purpose of the study is to obtain information which will be helpful in training young people to enter businesses like this one.

To do this study we need your help. You have been selected by a scientific random process, and I'd like to ask you some questions about the importance to you of certain personal characteristics and certain knowledge in your present job. Please think just about your job, not about other jobs like yours.

Whatever you say will be absolutely confidential. There is no way individuals can be identified with particular answers. In fact, after I get back we won't even be able to tell which individual is associated with particular answers ourselves.

Now the first question is this:

Exhibit 5 (continued)

QUESTIONNAIRE TO SUPERVISORS

I. (1) Have you had a course in school called distributive education, retailing, or mid-management?

1 yes; 2 no

II. Blank

III. Now I want to read you a list of characteristics and ask you about their importance according to the scale at the top of this card (hand card). This isn't any kind of a test and there aren't any right answers; I just want to know how you feel about these things.

The first characteristic is appearance. *According to the top scale on the card, how important is (________________) to you for good performance in your job?

*Repeat for each characteristic.

	Personal Characteristics		Importance
1.	Appearance	(2)	9 8 7 6 5 4 3 2 1
2.	Friendliness	(3)	9 8 7 6 5 4 3 2 1
3.	Initiative	(4)	9 8 7 6 5 4 3 2 1
4.	Sincerity	(5)	9 8 7 6 5 4 3 2 1
5.	Self-confidence	(6)	9 8 7 6 5 4 3 2 1
6.	Hand shake	(7)	9 8 7 6 5 4 3 2 1
7.	Tactfulness	(8)	9 8 7 6 5 4 3 2 1
8.	Adaptability	(9)	9 8 7 6 5 4 3 2 1
9.	Enthusiasm	(10)	9 8 7 6 5 4 3 2 1
10.	Manners	(11)	9 8 7 6 5 4 3 2 1
11.	Honesty	(12)	9 8 7 6 5 4 3 2 1
12.	Smile	(13)	9 8 7 6 5 4 3 2 1
13.	Stamina	(14)	9 8 7 6 5 4 3 2 1
14.	Ability to take constructive criticism	(15)	9 8 7 6 5 4 3 2 1
15.	Pride in doing work well	(16)	9 8 7 6 5 4 3 2 1
16.	Safety consciousness	(17)	9 8 7 6 5 4 3 2 1
17.	Attention to details	(18)	9 8 7 6 5 4 3 2 1
18.	Willingness to abide by regulations	(19)	9 8 7 6 5 4 3 2 1
19.	Willingness to assume responsibility	(20)	9 8 7 6 5 4 3 2 1
20.	Willingness to do extra assignments	(21)	9 8 7 6 5 4 3 2 1
21.	Willingness to do routine work	(22)	9 8 7 6 5 4 3 2 1
22.	Knowing one's goal in life	(23)	9 8 7 6 5 4 3 2 1
23.	Dependability	(24)	9 8 7 6 5 4 3 2 1
24.	Positive attitude (optimism)	(25)	9 8 7 6 5 4 3 2 1
25.	Loyalty	(26)	9 8 7 6 5 4 3 2 1
26.	Imagination and creativity	(27)	9 8 7 6 5 4 3 2 1
27.	Quickness to grasp meaning	(28)	9 8 7 6 5 4 3 2 1
28.	Ability to apply knowledge	(29)	9 8 7 6 5 4 3 2 1
29.	Reasoning logically	(30)	9 8 7 6 5 4 3 2 1

Exhibit 5 (continued)

IV. What personal characteristics, including those we have just discussed or others, do you consider most important in your job?

(31) a.____
(32)
(33) b.____
(34)
(35) c.____
(36)
(37) d.____
(38)
(39) e.____
(40)

V. Now I'd like to turn from personal characteristics to the kind of knowledge or skill that you need as a supervisor. I'm going to read you some items again and I'd like you to answer as you did before, using the card. Again, there aren't any right answers. I just want to know how you feel about these things.

The first item is letter writing. *(1) According to the top scale on the card, how important is knowledge or skill in (____________) to you for good performance in your job. (If importance exceeds 5, use (2)).

*(2) Now think about your high school or college education. How well did that prepare you in (____________) for your present job, according to the bottom scale on the card.

*Repeat (1) and (2) for each item.

Communications	Importance	(If) Preparation
a. Writing		
1. Letter writing	(41) 9 8 7 6 5 4 3 2 1	(103) 9 8 7 6 5 4 3 2 1 DK
2. Report writing	(42) 9 8 7 6 5 4 3 2 1	(104) 9 8 7 6 5 4 3 2 1 DK
3. Spelling	(43) 9 8 7 6 5 4 3 2 1	(105) 9 8 7 6 5 4 3 2 1 DK
4. Penmanship	(44) 9 8 7 6 5 4 3 2 1	(106) 9 8 7 6 5 4 3 2 1 DK
5. Punctuation.	(45) 9 8 7 6 5 4 3 2 1	(107) 9 8 7 6 5 4 3 2 1 DK
b. Oral Presentation.		
1. Group discussion . . .	(46) 9 8 7 6 5 4 3 2 1	(108) 9 8 7 6 5 4 3 2 1 DK
2. Prepared talks	(47) 9 8 7 6 5 4 3 2 1	(109) 9 8 7 6 5 4 3 2 1 DK
3. Person-to-person discussion	(48) 9 8 7 6 5 4 3 2 1	(110) 9 8 7 6 5 4 3 2 1 DK
c. Basic grammar.	(49) 9 8 7 6 5 4 3 2 1	(111) 9 8 7 6 5 4 3 2 1 DK
d. Listening and observing. .	(50) 9 8 7 6 5 4 3 2 1	(112) 9 8 7 6 5 4 3 2 1 DK
e. Reading		
1. Reading for comprehension	(51) 9 8 7 6 5 4 3 2 1	(113) 9 8 7 6 5 4 3 2 1 DK
2. Reading fast	(52) 9 8 7 6 5 4 3 2 1	(114) 9 8 7 6 5 4 3 2 1 DK
f. Use of the telephone	(53) 9 8 7 6 5 4 3 2 1	(115) 9 8 7 6 5 4 3 2 1 DK

Exhibit 5 (continued)

(1) How impt. is kn. or sk. to you for good performance in your job?
(2) How well did your schooling prepare you in (_____) for your present job?

Mathematics	Importance	(If) Preparation
a. Basic arithmetic (addition, subtraction division, multiplication)	(54) 9 8 7 6 5 4 3 2 1	(116) 9 8 7 6 5 4 3 2 1 DK
b. Business arithmetic (discounts, mark-ups, mark-downs)	(55) 9 8 7 6 5 4 3 2 1	(117) 9 8 7 6 5 4 3 2 1 DK
c. Mental arithmetic capability	(56) 9 8 7 6 5 4 3 2 1	(118) 9 8 7 6 5 4 3 2 1 DK
d. Making change	(57) 9 8 7 6 5 4 3 2 1	(119) 9 8 7 6 5 4 3 2 1 DK
e. Higher mathematics (algebra, geometry, trig, calculus)	(58) 9 8 7 6 5 4 3 2 1	(120) 9 8 7 6 5 4 3 2 1 DK
f. Statistics	(59) 9 8 7 6 5 4 3 2 1	(121) 9 8 7 6 5 4 3 2 1 DK
Human Relations		
a. Ability to get others to work effectively	(60) 9 8 7 6 5 4 3 2 1	(122) 9 8 7 6 5 4 3 2 1 DK
b. Ability to work with others	(61) 9 8 7 6 5 4 3 2 1	(123) 9 8 7 6 5 4 3 2 1 DK
c. Fair treatment of minorities	(62) 9 8 7 6 5 4 3 2 1	(124) 9 8 7 6 5 4 3 2 1 DK
d. Ability to deal with superiors	(63) 9 8 7 6 5 4 3 2 1	(125) 9 8 7 6 5 4 3 2 1 DK
e. Business etiquette	(64) 9 8 7 6 5 4 3 2 1	(126) 9 8 7 6 5 4 3 2 1 DK
Marketing		
a. Salesmanship	(65) 9 8 7 6 5 4 3 2 1	(127) 9 8 7 6 5 4 3 2 1 DK
b. Marketing Research	(66) 9 8 7 6 5 4 3 2 1	(128) 9 8 7 6 5 4 3 2 1 DK
c. Advertising	(67) 9 8 7 6 5 4 3 2 1	(129) 9 8 7 6 5 4 3 2 1 DK
d. Sales promotion (display, contests, trade shows)	(68) 9 8 7 6 5 4 3 2 1	(130) 9 8 7 6 5 4 3 2 1 DK
e. Business records (other than acc't)	(69) 9 8 7 6 5 4 3 2 1	(131) 9 8 7 6 5 4 3 2 1 DK
f. Fashion and trends	(70) 9 8 7 6 5 4 3 2 1	(132) 9 8 7 6 5 4 3 2 1 DK
g. Buying	(71) 9 8 7 6 5 4 3 2 1	(133) 9 8 7 6 5 4 3 2 1 DK
h. Transportation	(72) 9 8 7 6 5 4 3 2 1	(134) 9 8 7 6 5 4 3 2 1 DK
i. Stockkeeping & Inventory Control	(73) 9 8 7 6 5 4 3 2 1	(135) 9 8 7 6 5 4 3 2 1 DK
j. Credit	(74) 9 8 7 6 5 4 3 2 1	(136) 9 8 7 6 5 4 3 2 1 DK
k. World trade	(75) 9 8 7 6 5 4 3 2 1	(137) 9 8 7 6 5 4 3 2 1 DK
Financial Records		
a. Bookkeeping	(76) 9 8 7 6 5 4 3 2 1	(138) 9 8 7 6 5 4 3 2 1 DK
b. Reading Financial statements	(77) 9 8 7 6 5 4 3 2 1	(139) 9 8 7 6 5 4 3 2 1 DK
c. Accounting (more than bookkeeping & reading financial statements)	(78) 9 8 7 6 5 4 3 2 1	(140) 9 8 7 6 5 4 3 2 1 DK
Machines of Business		
a. Typewriter	(79) 9 8 7 6 5 4 3 2 1	(141) 9 8 7 6 5 4 3 2 1 DK
b. Dictaphone	(80) 9 8 7 6 5 4 3 2 1	(142) 9 8 7 6 5 4 3 2 1 DK
c. Calculator	(81) 9 8 7 6 5 4 3 2 1	(143) 9 8 7 6 5 4 3 2 1 DK
d. Adding machine	(82) 9 8 7 6 5 4 3 2 1	(144) 9 8 7 6 5 4 3 2 1 DK
e. Cash register	(83) 9 8 7 6 5 4 3 2 1	(145) 9 8 7 6 5 4 3 2 1 DK
f. Weighing or measuring devices	(84) 9 8 7 6 5 4 3 2 1	(146) 9 8 7 6 5 4 3 2 1 DK

Exhibit 5 (continued)

(1) How impt. is kn. or sk. in (____) to you for good performance in your job?

(2) How well did your schooling prepare you in (____) for your present job?

Economics

a. Techniques & strategy for setting prices.	(85)	9 8 7 6 5 4 3 2 1	(147)	9 8 7 6 5 4 3 2 1 DK
b. Free enterprise system in general	(86)	9 8 7 6 5 4 3 2 1	(148)	9 8 7 6 5 4 3 2 1 DK
c. National income.	(87)	9 8 7 6 5 4 3 2 1	(149)	9 8 7 6 5 4 3 2 1 DK
d. Economic cycles.	(88)	9 8 7 6 5 4 3 2 1	(150)	9 8 7 6 5 4 3 2 1 DK
e. Business locations	(89)	9 8 7 6 5 4 3 2 1	(151)	9 8 7 6 5 4 3 2 1 DK
f. Forecasting.	(90)	9 8 7 6 5 4 3 2 1	(152)	9 8 7 6 5 4 3 2 1 DK
g. Seasonal fluctuations.	(91)	9 8 7 6 5 4 3 2 1	(153)	9 8 7 6 5 4 3 2 1 DK
h. Money and banking (banking services and activities, role of money, etc.)	(92)	9 8 7 6 5 4 3 2 1	(154)	9 8 7 6 5 4 3 2 1 DK
i. Sources of funds for starting & operating a business. . . .	(93)	9 8 7 6 5 4 3 2 1	(155)	9 8 7 6 5 4 3 2 1 DK

Other Knowledge

a. Knowledge of data processing .	(94)	9 8 7 6 5 4 3 2 1	(156)	9 8 7 6 5 4 3 2 1 DK
b. Insurance.	(95)	9 8 7 6 5 4 3 2 1	(157)	9 8 7 6 5 4 3 2 1 DK
c. Planning	(96)	9 8 7 6 5 4 3 2 1	(158)	9 8 7 6 5 4 3 2 1 DK
d. Internal organization relationships	(97)	9 8 7 6 5 4 3 2 1	(159)	9 8 7 6 5 4 3 2 1 DK
e. Local trade laws	(98)	9 8 7 6 5 4 3 2 1	(160)	9 8 7 6 5 4 3 2 1 DK
f. Business law	(99)	9 8 7 6 5 4 3 2 1	(161)	9 8 7 6 5 4 3 2 1 DK
g. Federal laws and regulations	(100)	9 8 7 6 5 4 3 2 1	(162)	9 8 7 6 5 4 3 2 1 DK
h. Unions	(101)	9 8 7 6 5 4 3 2 1	(163)	9 8 7 6 5 4 3 2 1 DK
i. Cultural development (appreciation of literature, art, and music) .	(102)	9 8 7 6 5 4 3 2 1	(164)	9 8 7 6 5 4 3 2 1 DK

VI. What knowledge or skills, including those we have just discussed or others, do you consider most important in your job?

(165) a.____
(166)
(167) b.____
(168)
(169) c.____
(170)
(171) d.____
(172)
(173) e.____
(174)

Exhibit 5 (continued)

VII. Now I'd like you to do something different for me. I have a list of nine items which I want you to read. After you read them, I want you to decide which one is most important to you for good performance in your job. Write a number one for that item. Then write a number two for the next most important item, a number three next, and so on.

		Importance (Rank)
(175)	1. Oral and written communications	__________
(176)	2. Mathematics	__________
(177)	3. Bookkeeping & accounting	__________
(178)	4. Marketing	__________
(179)	5. Machines of business	__________
(180)	6. Economics	__________
(181)	7. Human relations	__________
(182)	8. Personal characteristics	__________
(183)	9. Technical or product knowledge	__________

VIII. Blank

IX. Blank

X. Where is the best place for you to gain any additional knowledge or training which you might want or need?

(184) 1. __________ by correspondence
(185) 2. __________ vocational-technical school
(186) 3. __________ high school
(187) 4. __________ short courses and night school
(188) 5. __________ community or junior college
(189) 6. __________ 4 year college
(190) 7. __________ on-the-job training in company classrooms
(191) 8. __________ on-the-job training at work stations
(192) 9. __________ Other:______________________________

XI. Why do you feel that____________________is the best place to get additional knowledge or training?

(193)
(194) a.____
(195)
(196) b.____
(197)
(198) c.____

Exhibit 5 (continued)

XII. If you did seek additional training for this job, what specific courses or subjects would you take?

(199)
(200) a. ______________________________
(201)
(202) b. ______________________________
(203)
(204) c. ______________________________
(205)
(206) d. ______________________________
(207)
(208) e. ______________________________
(209)
(210)

XIII. Are there any extra curricular activities that you had in high school or college which have proved useful or valuable to you in your present job?

(211) a. ______________________________
(212) b. ______________________________
(213)
(214) c. ______________________________
(215) d. ______________________________
e. ______________________________

XIV. What subjects or subject areas that you studied in high school or college have proved to be the most useful to you in your present job?

(216) a. ______________________________
(217)
(218)
(219) b. ______________________________
(220)
(221) c. ______________________________
(222)
(223)
(224) d. ______________________________
(225)
(226) e. ______________________________
(227)

XV. What personal characteristics, knowledge, skills or training have you found best learned on the job rather than in school?

(228) a. ______________________________
(229)
(230) b. ______________________________
(231) c. ______________________________
(232)
(233) d. ______________________________
(234) e. ______________________________
(235)
(236) f. ______________________________
(237) g. ______________________________

Exhibit 5 (continued)

XVI. Now I'd like you to rank some items for me again. This time I want you to put them in order according to how your high school and/or college education prepared you. What I want you to do is rank the area inwhich you were least prepared number 1, next least number 2, next number 3, and so on. Thus, the areas in which you were best prepared will get the larger numbers.

Preparation (Rank)

(238) 1. Oral and written communications. . ____________
(239) 2. Mathematics. . . . . ____________
(240) 3. Bookkeeping & accounting . . . . . ____________
(241) 4. Marketing. . . . . ____________
(242) 5. Machines of business . . . . ____________
(243) 6. Economics. . . . . ____________
(244) 7. Human relations. . . . . ____________
(245) 8. Personal characteristics . . . . . ____________
(246) 9. Technical or product knowledge . . ____________

XVII. What are the personal characteristics or knowledge in which you wish you were stronger or better prepared in order to be more effective in your present job? (probe once)

(247) a.____
(248)
(249)
(250) b.____
(251)
(252) c.____
(253)
(254)
(255) d.____
(256)
(257) e.____
(258)

XVIII Blank

Classification Data

1. (259) Title: 1________Owner
2________Manager of store
3________Personnel manager
4________Supervisor
5________Employee (non-supervisory)

2. Number of employees in your organization:

(260) 1__________ 1 to 7
2__________ 8 to 19
3__________ 20 to 49
4__________ 50 to 99
5__________ 100 or more

Exhibit 5 (continued)

3. (261) Firm with supervisor?

1 yes; 2 no

4. (262) Size of town firm is located in:

1________under 2,500
2________2,500 to 4,999
3________5,000 to 9,999
4________10,000 to 24,999
5________25,000 to 49,999
6________50,000 to 99,999
7________100,000 and over

5. (263) SMSA 1 yes; 2 no

6. (264) SIC category:________________________________

7. (265) Questionnaire type:

1_______Employer concerning supervisor
2_______Employer concerning non-supervisory employee
3_______Supervisor
4_______Employee

8. (266) Interviewer code: 1 2 3 4 5 6 7 8 9

9. (267) How many years of formal education have you had?

1_______less than high school diploma
2_______high school diploma
3_______1 year beyond H.S.
4_______2 years beyond H.S.
5_______3 years beyond H.S.
6_______4 years beyond H.S.
7_______more than 4 years beyond H.S.

10. (268) How many people do you supervise?

1_______1 through 5
2_______6 through 10
3_______ more than 10

11. (Blank)

12. (Blank)

13. (269) What is the total number of years you have been a supervisor including years here and elsewhere? 1 2 3 4 5 6 7 8 over

Exhibit 6

Location of the 250 Firms Interviewed within the State of Washington

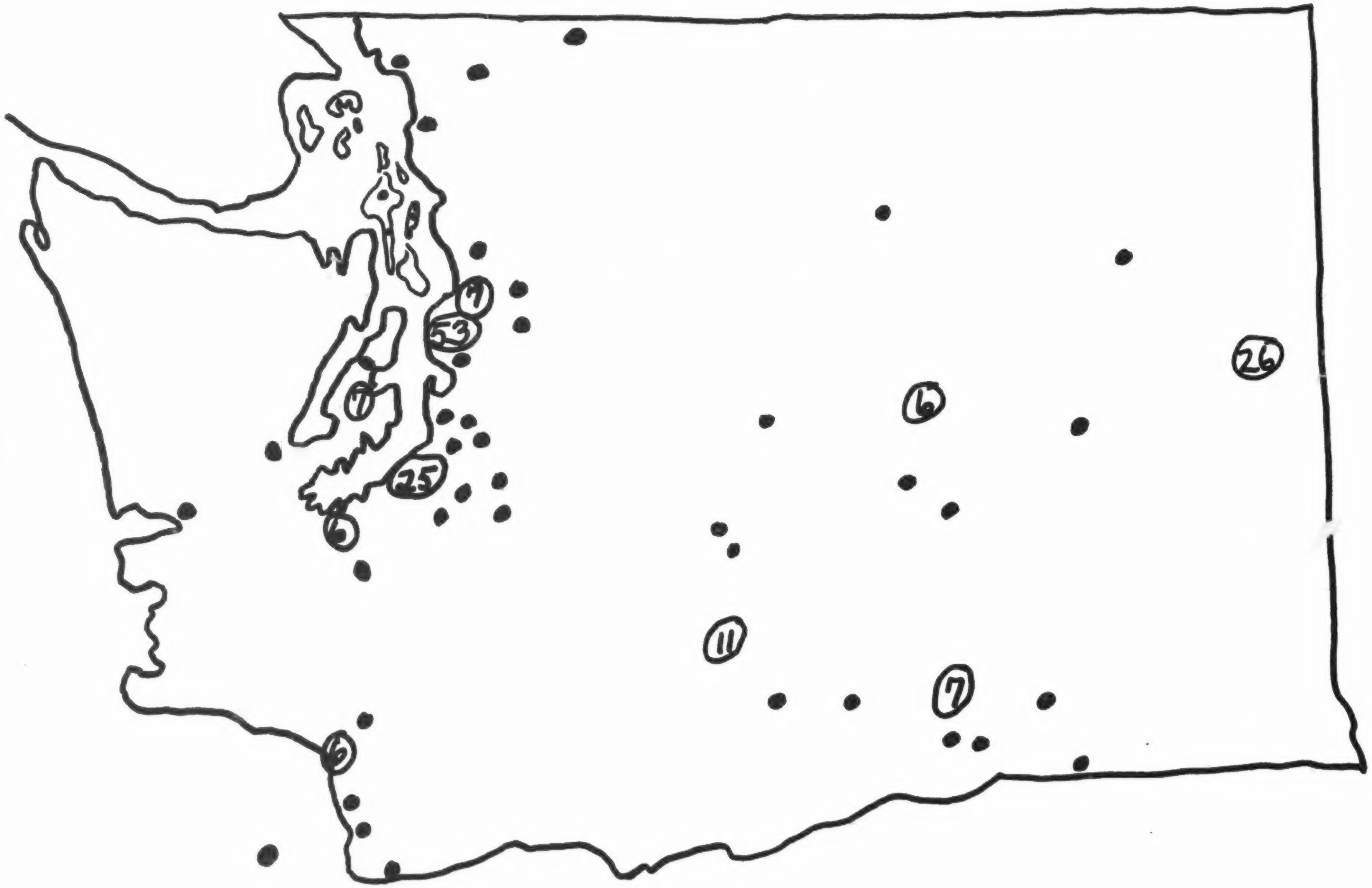
4
53
26
6
4
25
5
11
7
5

Exhibit 7

QUESTIONNAIRE TO D.E. COORDINATORS AND SUPERVISORS

Instructions:

The research team has already learned from questionnaires to business managers and employees the importance of certain areas of knowledge and of personal characteristics in D.E. type jobs.

You can provide complementary information concerning the teaching of this knowledge and these characteristics to D.E. students. What you can do is to give us your professional judgment as to the approximate number of classroom hours it would take to get D.E. students to each of the following levels of achievement:

a. General notion of the subject.
b. Sufficient knowledge to be able to talk intelligently about the subject and understand instructions in it.
c. Sufficient knowledge to be able to understand the subject thoroughly and apply or use it without assistance in the usual beginning work situation.

Therefore, concentrate on those areas of knowledge that you have taught or are presently teaching. For those areas--and only those areas--give us your professional judgment, if you possibly can, as to the approximate number of hours you would spend in the classroom getting students to each of the three levels. Don't worry whether your estimated total hours agree or disagree with the actual number of hours in your present program.

However, if a particular area of knowledge:

1. is a D.E. subject, but you have never taught it.
2. would be better taught in a classroom other than D.E.
3. would be better learned on-the-job than in school.
4. can't be taught well in school or on-the-job.

leave the spaces blank in the first three columns and then encircle one or more of the letters (D, E, F, G) in the last four columns which indicate your reason or reasons.

In making these judgments, please base your decisions on the average student. Curriculum planning, of course, must also consider both betther-than-average students and below-average students; but adaptations for these students can be made from the average group.

Remember that whatever you say will be absolutely confidential. There will be no way individuals can be identified with particular answers. In fact, after we get your questionnaire back, we won't even be able to tell ourselves which individual is associated with particular answers.

Exhibit 7 (continued)

Before you begin the section on areas of knowledge, please give us answers to the following questions. Remember this information will remain completely confidential.

1. Of all D.E. students that you now have in class, what percentage of the total fall within each of the following groups:

    Above-average group _____%

    Average group _____%

    Below-average group _____%
    Total 100 %

In questions 2 through 8 encircle your answer(s).

2. Size of city of town in which you are located?

    1. Under 2,500
    2. 2,500 to 4,999
    3. 5,000 to 9,999
    4. 10,000 to 24,999
    5. 25,000 to 49,999
    6. 50,000 to 99,999
    7. 100,000 and over

3. Please encircle one or both of the following teaching responsibilities you have:

    1. Preparatory

    2. Cooperative

4. Type or types of school in which you teach:

    1. High School
    2. Community College
    3. Vocational Technical

5. Job title which best fits you.

    1. Vocational Director or Administrator
    2. D.E. Director or Supervisor
    3. Coordinator
    4. Other; if so, please specify:______________________________

6. Sex

    1. Male
    2. Female

7. Your age group:

    1. 20 to 30
    2. 31 to 40
    3. 41 to 50
    4. 51 to 60
    5. 61 or older

8. Please encircle one or more of the following statement(s) which most nearly describe(s) the program(s) you teach. If you don't find a category that fits your program in every detail, choose one or more of the eight that come(s) closest to yours.

Program 1--High School

Your students meet you two hours a day for two semesters without having had any previous formal instruction or work training in distributive occupations. All your students are expected to be employed in a part-time job in distribution for a minimum of 15 hours a week.

Program 2--High School

Your students meet you one hour a day during the entire junior year and two hours a day during the entire senior year. During the senior year, all your students are expected to be employed in a part-time job for a minimum of 15 hours a week.

Program 3--High School

Your program is situated in a community too small to support a cooperative work training program. Your students meet with you two hours a day during their senior year with no formal provisions made for application of classroom work to part-time employment. Meaningful projects and classroom-simulated work experiences take the place of formal cooperative work training.

Program 4--High School

Your students meet you one hour a day during their junior year in preparation for employment. Some of the students will continue their distributive education at the senior level and some will drop off (or out) upon completion of the junior year.

Program 5--High School

Your students meet you one hour (or class period) a day during the entire senior year. Cooperative work training is part of the instruction, in addition to projects and classroom simulated work experiences. Students in this program also receive instructions in related business subjects from occupationally trained instructors; for example, business arithmetic, business principles and accounting.

Program 6--Mid-Management

Your students have specific occupational objectives in distribution which would lead them to middle-management levels of employment. They have all completed a high school distributive education program. Your program is designed for two years of cooperative work and classroom training.

Program 7--Mid-Management

Your students have specific occupational objectives in distribution which would lead them to middle-management levels of employment. Few, if any, of the students have completed the D.E. high school program. Your program is designed for two years of cooperative work and classroom training.

Program 8--Mid-Management

Your students are a heterogenious group; some have had high school D.E., some have not; some are fresh high school graduates; some are four-year college dropouts; some are young men who have completed their military obligation and some are older persons who wish to retrain for positions in distribution. All the students are enrolled for one year meeting you and/or other instructors three hours a day, working either full or part-time or have one common goal--being trained to assume a middle-management position in a distributive enterprise.

Exhibit 7 (continued)

Now tell us how many hours you believe it would take the average student to reach each of the three levels of achievement. In each of the first three columns below (A, B, and C), give the total hours to reach each level. For example, if it takes a total of 5x to reach level A, then you'll jot down 5 hours in Column A; if a total of 10 hours to reach level B, then 10 in Column B, etc.

Report the numbers of hours only on the areas of knowledge you have taught or are presently teaching.

Remember this isn't any kind of a test and there aren't any right answers. We just want your professional judgment concerning each area of knowledge listed below.

In answering, please think of all average students as a group; don't think of a single "typical" or "representative" student.

So that you will have a ready reference to the full description of the relevant categories, we are repeating them in full below and then abbreviating them at the top of the appropriate columns:

A. Your estimate of the number of hours it would take a D.E. student to acquire a general notion of the subject.
B. Number of hours it would take him to acquire sufficient knowledge to be able to talk intelligently about the subject and understand instructions in it.
C. Number of hours it would take him to acquire sufficient knowledge to be able to understand the subject thoroughly and apply or use it without assistance in the usual beginning work situation.
D. A D.E. subject--but never taught it in my D.E. program.
E. Would be better taught in a classroom other than D.E.
F. Would be better learned on-the-job than in the classroom.
G. Can't be taught well in any school or on any job.

Communications	A Acquire general notion (hours)	B Ability to talk about (hours)	C Ability to apply on job (hours)	D D.E. subject, but I never taught it	E Better taught in non-D.E. classroom	F Better learned on the job	G Can't teach well in any school or on any job
a. Writing							
1. Letter Writing . . .	.A	B	C	. . D . .	. . E . .	. .F. .	. . .G
2. Report Writing . . .	.A	B	C	. . D . .	. . E . .	. .F. .	. . .G
3. Spelling	.A	B	C	. . D . .	. . E . .	. .F. .	. . .G
4. Penmanship	.A	B	C	. . D . .	. . E . .	. .F. .	. . .G
5. Punctuation	.A	B	C	. . D . .	. . E . .	. .F. .	. . .G
b. Oral Presentation							
1. Group discussion .	.A	B	C	. . D . .	. . E . .	. .F. .	. . .G
2. Prepared talks . . .	.A	B	C	. . D . .	. . E . .	. .F. .	. . .G
3. Person-to-Person discussion . . .	.A	B	C	. . D . .	. . E . .	. .F. .	. . .G
c. Basic Grammar	.A	B	C	. . D . .	. . E . .	. .F. .	. . .G
d. Listening and observing	.A	B	C	. . D . .	. . E . .	. .F. .	. . .G
e. Reading							
1. Reading for comprehension . . .	.A	B	C	. . D . .	. . E . .	. .F. .	. . .G
2. Reading fast	.A	B	C	. . D . .	. . E . .	. .F. .	. . .G
f. Use of the telephone	.A	B	C	. . D . .	. . E . .	. .F. .	. . .G

Exhibit 7 (continued)

	A Acquire general notion (hours)	B Ability to talk about (hours)	C Ability to apply on job (hours)	D D.E. subject, but I never taught it	E Better taught in non-D.E. classroom	F Better learned on the job	G Can't teach well in any school or on any job
Mathematics							
a. Basic arithmetic (addition, subtraction, division, multiplication)	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
b. Business arithmetic (discounts, mark-ups, mark-downs)	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
c. Mental arithmetic capability	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
d. Making change	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
e. Higher mathematics (algebra, geometry, trig, calculus)	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
f. Statistics	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
Human Relations							
a. Ability to get others to work effectively	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
b. Ability to work with others	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
c. Fair treatment of minorities (customers and employees)	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
d. Ability to deal with superiors	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
e. Business etiquette	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
Marketing							
a. Salesmanship	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
b. Marketing Research	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
c. Advertising	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
d. Sales promotion (display, contests, tradeshows)	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
e. Inventory records	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
f. Fashion trends	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
g. Buying	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
h. Transportation	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
i. Stockkeeping and inventory control	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
j. Credit	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
k. World trade	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
l. Channels of distribution	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G

Exhibit 7 (continued)

	A Acquire general notion (hours)	B Ability to talk about (hours)	C Ability to apply on job (hours)	D D.E. subject, but I never taught it	E Better taught in non-D.E. classroom	F Better learned on the job	G Can't teach well in any school or on any job
Financial Records							
a. Bookkeeping	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
b. Reading financial statements	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
c. Accounting (more than bookkeeping and reading financial statements)	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
Machines of Business							
a. Typewriter	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
b. Dictaphone	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
c. Calculator	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
d. Adding machine	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
e. Cash register	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
f. Weighing or measuring devices	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
Economics							
a. Techniques and strategy for setting prices	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
b. Free enterprise system in general . . .	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
c. National income	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
d. Economic cycles	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
e. Business locations . .	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
f. Forecasting	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
g. Seasonal fluctuations	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
h. Money and banking (banking services and activities, role of money, etc.)	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
i. Sources of funds for starting and operating a business . . .	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
j. Role of Profit	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
Other Knowledge							
a. Knowledge of data processing	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
b. Insurance	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
c. Local trade laws . . .	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
d. Business law	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
e. Federal laws and regulations	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G
f. Unions	A______	B______	C______	. . D . .	. . E . .	. . F . .	. . . G

Exhibit 7 (continued)

	A Acquire general notion (hours)	B Ability to talk about (hours)	C Ability to apply on job (hours)	D D.E. subject, but I never taught it	E Better taught in non-D.E. classroom	F Better learned on the job	G Can't teach well in any school or on any job
Other Knowledge (cont:)							
g. Cultural development (appreciation of litature, art, and music)	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
Business Organization, Procedure and Management							
a. Type of business organization	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
b. Business procedures (orders, invoices, deliveries, etc.) . .	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
c. Internal organization relationships	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
d. Supervision	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G
e. Labor-Management relationships	A______	B______	C______	. . D . .	. . E . .	. .F. .	. . .G

That completes the section on areas of knowledge. The next topic is personal characteristics. In this section, please underline for each item any of the following places where you think the item can be taught or developed:

1. In the D.E. classroom
2. In the D.E. club program
3. On-the-job
4. Classroom other than D.E. in high school or community college
5. Other (if other, please specify)

In addition, encircle one of the places already underlined to indicate the place where you think each personal characteristic can best be taught or developed.

For example, if you think a personal characteristic can be taught only on-the-job, you should underline and encircle Number 3 for that entry; but if you think it can also be taught in D.E. classrooms and in D.E. club program, underline 1, 2, and 3 and encircle one of those three as the best place.

Example:	D/E classroom	D/E club program	on-the-job	Non D.E. classroom	Other; please (specify)
	1 . . .	.2. . .	. [✓ 3] . . .	. . 4 . .	5__________

Exhibit 7 (continued)

Personal Characteristics	D/E classroom	D/E club program	on-the-job	Non D.E. classroom	Other; please (specify)
1. Health and Strength					
a. stamina	1	2	3	4	5 ________
b. health	1	2	3	4	5 ________
c. vitality	1	2	3	4	5 ________
d. good physical condition	1	2	3	4	5 ________
2. Motivation or caring about job					
a. knowing one's goal in life.	1	2	3	4	5 ________
b. willingness to do routine work	1	2	3	4	5 ________
c. willingness to do extra assignments	1	2	3	4	5 ________
d. pride in doing work well	1	2	3	4	5 ________
e. enthusiasm	1	2	3	4	5 ________
f. aggressiveness	1	2	3	4	5 ________
g. ambition	1	2	3	4	5 ________
h. determination	1	2	3	4	5 ________
i. perseverance	1	2	3	4	5 ________
3. Mental Ability					
a. reasoning logically	1	2	3	4	5 ________
b. imagination	1	2	3	4	5 ________
c. quickness to grasp meaning	1	2	3	4	5 ________
d. ability to apply knowledge	1	2	3	4	5 ________
e. ability to analyze	1	2	3	4	5 ________
f. alertness	1	2	3	4	5 ________
g. thinking quickly	1	2	3	4	5 ________
h. memory	1	2	3	4	5 ________
4. Human Relations					
a. ability to take constructive criticism	1	2	3	4	5 ________
b. friendliness	1	2	3	4	5 ________
c. tactfulness	1	2	3	4	5 ________
d. ability to get along with people (deal with people, customers, employees)	1	2	3	4	5 ________
e. ability to talk easily with people	1	2	3	4	5 ________
f. congeniality (pleasing personality).	1	2	3	4	5 ________
g. outgoing--sociable	1	2	3	4	5 ________

Exhibit 7 (continued)

Personal Characteristics (con't.)	D/E classroom	D/E club program	on-the-job	Non D.E. classroom	Other; please (specify)
5. Work Habits and Work Behavior					
a. willingness to abide by regulations	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
b. loyalty	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
c. attention to details	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
d. willingness to work on own	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
e. accuracy	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
f. willing to take orders . . .	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
6. Leadership					
a. willingness to assume responsibility	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
b. get people to work well . .	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
c. desire to help others . . .	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
d. ability to organize	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
7. Attitude Toward Job					
a. understanding what work means	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
b. showing interest in job	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
c. application to the task . .	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
8. Temperament					
a. patience	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
b. control of temper	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
c. tolerance	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
9. Other individual personality and behavioral characteristics					
a. positive attitude (optimism)	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
b. dependability	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
c. safety consciousness	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
d. smile	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
e. hand shake	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
f. self-confidence	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
g. sincerity	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
h. initiative	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
i. manners	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
j. willingness to take constructive criticism . . .	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
k. appearance	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________
l. honesty	1 . .	. . 2 . .	. . 3 . .	. . 4 . .	5________

If time and inclination permit, you are encouraged to jot down your thinking on any part of this questionnaire--or on anything relating to the research project. That's the purpose of the following blank sheet. And thank you most sincerely for your cooperation.

Table 25
INFORMATION ABOUT BUSINESSMEN RESPONDENTS
(Percent of Respondents in Each Category)

Their Title

	Employers About Non-Supervisors	Employers About Supervisors
Owner	34	31
Manager	58	59
Personnel Manager	7	9
Supervisor	1	1
	100%	100%

- - -

Number of Employees Under Their Jurisdiction or in Their Firm

	Employers Concerning Non-Supervisors	Non-Supervisors	Employers Concerning Supervisors	Supervisors
1 to 7	26	25	8	6
8 to 19	31	29	26	29
20 to 49	26	29	37	36
50 to 99	7	6	13	12
100 or more	10	11	16	17
	100%	100%	100%	100%

- - -

Interviews in Firms That Had a Supervisor

	Employers Concerning Non-Supervisors	Non-Supervisors
yes	64	63
no	36	34
	100%	100%

Table 25 (continued)

Size of Town in Which Their Firm is Located

	Employers Concerning Non-Supervisors	Non-Supervisors	Employers Concerning Supervisors	Supervisors
Under 2,500	6	6	4	4
2,500 to 4,999	4	5	5	4
5,000 to 9,999	5	5	2	2
10,000 to 24,999	13	13	13	14
25,000 to 49,999	21	20	18	16
50,000 to 99,999	4	4	4	5
100,000 and over	47	47	54	55
	100%	100%	100%	100%

- - -

Standard Metropolitan Area

	Employers Concerning Non-Supervisors	Non-Supervisors	Employers Concerning Supervisors	Supervisors
yes	57	56	65	65
no	43	44	35	35
	100%	100%	100%	100%

- - -

Years of Formal Education They Have Had

	Non-Supervisors	Supervisors
less than high school diploma	16	7
high school diploma	40	34
1 year beyond high school	19	16
2 years beyond high school	10	17
3 years beyond high school	6	7
4 years beyond high school	6	13
more than 4 years beyond high school	3	6
	100%	100%

- - -

Number of People They Supervise

	Supervisor
1 through 5	29
6 through 10	27
more than 10	44
	100%

Table 25 (continued)

Willing to Serve in an Advisory Capacity With Officials of Their Local School to Help Organize a Program of Training Which Would Be the Most Effective in Meeting the Needs of Their Business

	Employers Concerning Non-Supervisors
yes	76
no	14
don't know	10
	100%

- - -

Years of Work Experience

	Non-Supervisors	Supervisors
1	10	13
2	11	10
3	10	5
4	6	6
5	8	6
6	5	7
7	3	6
8	13	12
9 or more	34	35
	100%	100%

Table 26

PERTINENT INFORMATION ABOUT TEACHERS AND COORDINATORS WHO RESPONDED TO THE EDUCATION QUESTIONNAIRE

(based on 84 returns of a census of 96)

Teachers Perception of D/E Students Ability

Above-average group	19%
Average group	56
Below-average group	25
	100%

- - -

Size of Town in Which They Are Located

Under 2,500	2.4%
2,500 - 4,999	8.3
5,000 - 9,999	7.1
10,000 - 24,999	27.4
25,000 - 49,999	10.7
50,000 - 99,999	6.0
100,000 and over	38.1
	100.0%

- - -

Their Type(s) of Teaching Responsibilities

Preparatory	42%
Cooperative	100%

- - -

Types of Schools in Which They Teach

High School	79%
Community College	16
Vocational Technical	5
	100%

- - -

Their Job Title

Vocational Director or Administrator	3%
D. E. Director or Supervisor	7
Coordinator	82
Other*	8
	100%

* D. E. Instructor, Adult D. E. Coordinator, Management Development Coordinator, D. E. Coordinator, Business Education Chairman, teacher and coordinator, Supervisor, business teacher.

Table 26 (continued)

Their Sex

Male	78.6%
Female	21.4
	100.0%

- - -

Their Age

20 - 30	17.9%
31 - 40	32.1
41 - 50	32.1
51 - 60	16.7
61 and older	1.2
	100.0%

- - -

Type of Program They Teach

Program 1*	(high school)	53.6
Program 2	(high school)	15.5
Program 3	(high school)	0.0
Program 4	(high school)	13.1
Program 5	(high school)	14.3
Program 6	(mid-management)	0.0
Program 7	(mid-management)	8.3
Program 8	(mid-management)	16.7
		111.5**

* See description of each program in appendix on p.

** Exceeds 100% because several respondents marked more than one program.

TABLE 27 - SKILLS AND KNOWLEDGES - IMPORTANCE RANKED BY MEAN SCORE

(Questionnaire to Employers Concerning Non-Supervisors)

Description	Rank	Mean*
ability to work with others	1	8.4**
listening and observing	2	8.0
ability to deal with superiors	3	7.9
salesmanship	4	7.7
person-to-person discussions	5	7.7
basic arithmetic	6	7.6
fair treatment of minorities	7	7.4
business etiquette	8	7.1
basic grammar	9	7.1
use of the telephone	10	7.1
making change	11	6.5
mental arithmetic ability	12	6.2
ability to get others to work	13	6.2
reading for comphrension	14	6.0
internal organization relationships	15	6.0
penmanship	16	5.8
spelling	17	5.5
stockkeeping and inventory control	18	5.3
planning	19	5.2
group discussions	20	5.1
business arithmetic	21	5.1
business records	22	5.0
free enterprise	23	4.9
credit	24	4.7
adding machines	25	4.5
cash register	26	4.5
fashion and trends	27	4.4
report writing	28	4.2
federal laws and regulations	29	4.1
local trade laws	30	4.1
sales promotion	31	4.1
seasonal fluctuations	32	4.0
punctuation	33	3.9
unions	34	3.9
weighing and measuring devices	35	3.8
bookkeeping	36	3.7
transportation	37	3.7

* A 9.0 would indicate that every respondent gave the entry the highest possible score for importance.

** Rounded to the nearest tenth.

Table 27 (continued)

Description	Rank	Mean
business law	38	3.7
reading fast	39	3.6
buying	40	3.6
cultural development	41	3.6
prepared talks	42	3.5
letter writing	43	3.4
insurance	44	3.4
typewriter	45	3.2
money and banking	46	3.2
advertising	47	3.0
forecasting	48	3.0
marketing research	49	2.8
economic cycles	50	2.8
techniques and strategy for setting prices	51	2.8
national income	52	2.8
business locations	53	2.7
sources of funds	54	2.5
statistics	55	2.4
calculator	56	2.4
world trade	57	2.1
reading financial statements	58	2.1
knowledge of data processing	59	2.1
accounting	60	2.1
higher mathematics	61	1.9
dictaphone	62	1.8

TABLE 28 - SKILLS AND KNOWLEDGES - IMPORTANCE RANKED BY MEAN SCORE

(Questionnaire to Non-Supervisors)

Description	Rank	Mean*
ability to work with others	1	8.6**
listening and observing	2	8.3
ability to deal with supervisors	3	8.3
person-to-person discussion	4	8.1
basic arithmetic	5	7.9
fair treatment of minorities	6	7.7
basic grammar	7	7.6
business etiquette	8	7.6
salesmanship	9	7.5
use of the telephone	10	7.2
ability to get others to work effectively	11	6.8
mental arithmetic ability	12	6.8
making change	13	6.5
reading for comphrension	14	6.5
planning	15	6.3
internal organization relationships	16	6.3
spelling	17	6.1
penmanship	18	5.9
business arithmetic	19	5.7
business records	20	5.6
stockkeeping and inventory control	21	5.5
group discussion	22	5.5
credit	23	5.1
seasonal fluctuations	24	4.9
free enterprise system	25	4.9
fashion and trends	26	4.8
sales promotion	27	4.7
adding machine	28	4.6
punctuation	29	4.5
cash register	30	4.4
reading fast	31	4.4
buying	32	4.3
transportation	33	4.3
bookkeeping	34	4.3
unions	35	4.2
federal laws and regulations	36	4.1
advertising	37	4.1

* A 9.0 would indicate that every respondent gave the entry the highest possible score for importance.

** Rounded to the nearest tenth.

Table 28 (continued)

Description	Rank	Mean
money and banking	38	4.0
local trade laws	39	4.0
report writing	40	4.0
letter writing	41	3.9
weighing and measuring devices	42	3.8
insurance	43	3.8
business law	44	3.7
forecasting	45	3.7
prepared talks	46	3.6
setting prices	47	3.6
cultural development	48	3.5
business locations	49	3.5
economic cycles	50	3.5
marketing research	51	3.5
typewriter	52	3.2
statistics	53	3.1
reading financial statements	54	3.1
national income	55	3.0
sources of funds	56	2.8
world trade	57	2.8
accounting	58	2.6
calculator	59	2.2
knowledge of data processing	60	2.0
higher mathematics	61	2.0
dictaphone	62	1.7

TABLE 29 - SKILLS AND KNOWLEDGES - IMPORTANCE RANKED BY MEAN SCORE

(Questionnaire to Employers Concerning Supervisors)

Description	Rank	Mean*
ability to get others to work effectively	1	8.8**
ability to work with others	2	8.7
person-to-person discussion	3	8.4
listening and observing	4	8.3
ability to deal with superiors	5	8.3
salesmanship	6	8.2
basic arithmetic	7	8.0
use of the telephone	8	8.0
internal organization relations	9	7.9
planning	10	7.9
business etiquette	11	7.9
fair treatment of minorities	12	7.7
basic grammar	13	7.4
reading for comphrension	14	7.3
group discussions	15	7.3
mental arithmetic ability	16	7.1
business records	17	6.9
stockkeeping and inventory control	18	6.8
business arithmetic	19	6.7
knowledge of free enterprise in general	20	6.7
seasonal fluctuations	21	6.4
spelling	22	6.4
credit	23	6.3
penmanship	24	6.3
local trade laws	25	6.3
report writing	26	6.3
sales promotion	27	6.2
fashion and trends	28	6.2
federal laws and regulations	29	6.0
buying	30	6.0
forecasting	31	5.9
adding machine	32	5.8
techniques and strategy for setting prices	33	5.6
letter writing	34	5.6
prepared talks	35	5.5
punctuation	36	5.4

* A 9.0 would indicate that every respondent gave the entry the highest possible score for importance.

** Rounded to the nearest tenth.

Table 29 (continued)

Description	Mean	Rank
making change	37	5.3
bookkeeping	38	5.3
transportation	39	5.3
advertising	40	5.2
unions	41	5.2
money and banking	42	5.2
business law	43	5.1
economic cycles	44	5.0
marketing research	45	4.9
reading fast	46	4.9
business locations	47	4.8
insurance	48	4.8
cultural development	49	4.5
statistics	50	4.3
sources of funds	51	4.1
cash register	52	4.1
reading financial statements	53	4.1
national income	54	3.9
typewriter	55	3.8
calculator	56	3.8
weighing measuring devices	57	3.8
accounting	58	3.7
data processing	59	3.4
world trade	60	3.1
dictaphone	61	2.8
higher mathematics	62	2.6

TABLE 30 - SKILLS AND KNOWLEDGES - IMPORTANCE RANKED BY MEAN SCORE

(Questionnaire to Supervisors)

Description	Rank	Mean*
ability to work with others	1	8.6**
ability to get others to work	2	8.5
ability to deal with superiors	3	8.4
listening and observing	4	8.3
person-to-person discussions	5	8.2
use of the telephone	6	8.0
basic arithmetic	7	8.0
business etiquette	8	7.9
salesmanship	9	7.9
planning	10	7.7
internal organization relationships	11	7.6
fair treatment of minorities	12	7.5
basic grammar	13	7.5
reading for comphrension	14	7.2
mental arithmetic ability	15	7.1
stockkeeping and inventory control	16	6.8
spelling	17	6.8
business records	18	6.8
group discussions	19	6.7
business arithmetic	20	6.5
penmanship	21	6.4
buying	22	6.2
seasonal fluctuations	23	6.2
credit	24	6.1
fashion and trends	25	5.9
report writing	26	5.8
sales promotion	27	5.7
adding machine	28	5.5
free enterprise system	29	5.5
bookkeeping	30	5.5
letter writing	31	5.4
setting prices	32	5.4
forecasting	33	5.4
punctuation	34	5.4
advertising	35	5.3
money and banking	36	5.3
federal laws and regulations	37	5.2

* A 9.0 would indicate that every respondent gave the entry the highest possible score for importance.

** Rounded to the nearest tenth.

Table 30 (continued)

Description	Rank	Mean
local trade laws	38	5.2
transportation	39	5.2
marketing research	40	5.1
making change	41	5.0
prepared talks	42	5.0
reading fast	43	5.0
statistics	44	4.8
unions	45	4.6
economic cycles	46	4.6
business law	47	4.6
insurance	48	4.5
reading financial statements	49	4.5
business locations	50	4.4
cultural development	51	4.1
sources of funds	52	4.1
accounting	53	4.0
cash register	54	3.7
national income	55	3.7
weighing and measuring devices	56	3.6
calculator	57	3.6
knowledge of data processing	58	3.4
world trade	59	3.4
typewriter	60	3.3
higher mathematics	61	2.6
dictaphone	62	2.4

TABLE 31 - SKILLS AND KNOWLEDGES - PREPARATION RANKED BY MEAN SCORE

(Questionnaire to Employers Concerning Non-Supervisors)

Description	Rank	Mean*
fair treatment of minorities	1	6.9**
making change	2	6.2
ability to deal with superiors	3	6.2
ability to work with others	4	6.2
business etiquette	5	6.0
basic arithmetic	6	5.9
use of the telephone	7	5.9
person-to-person discussions	8	5.8
basic grammar	9	5.8
unions	10	5.8
group discussions	11	5.7
listening and observing	12	5.7
adding machines	13	5.6
reading for comphrension	14	5.5
weighing and measuring	15	5.5
typewriter	16	5.5
spelling	17	5.5
cash register	18	5.4
fashion and trends	19	5.4
ability to get others to work	20	5.3
internal organization relationships	21	5.3
buying	22	5.2
transportation	23	5.2
penmanship	24	5.1
punctuation	25	5.1
salesmanship	26	5.1
report writing	27	5.1
prepared talks	28	5.1
business records	29	5.1
mental arithmetic ability	30	5.1
letter writing	31	5.0
reading fast	32	5.0
business arithmetic	33	4.9
business locations	34	4.9
planning	35	4.9
statistics	36	4.9
local trade laws	37	4.8

* A 9.0 would indicate that every respondent gave the entry the highest possible score for **preparation**.

** Rounded to the nearest tenth.

Table 31 (continued)

Description	Rank	Mean
credit	38	4.8
stockkeeping and inventory control	39	4.8
free enterprise	40	4.8
sales promotion	41	4.8
technical and strategy for setting prices	42	4.8
bookkeeping	43	4.8
reading financial statements	44	4.8
advertising	45	4.7
cultural development	46	4.7
national income	47	4.6
seasonal fluctuations	48	4.6
economic cycles	49	4.5
accounting	50	4.5
money and banking	51	4.5
world trade	52	4.5
higher mathematics	53	4.4
calculator	54	4.4
forecasting	55	4.4
marketing research	56	4.4
dictaphone	57	4.4
federal laws and regulations	58	4.2
insurance	59	4.2
business law	60	4.0
sources of funds	61	4.0
knowledge of data processing	62	3.4

TABLE 32 - SKILLS AND KNOWLEDGES - PREPARATION RANKED BY MEAN SCORE

(Questionnaire to Non-Supervisors)

Description	Rank	Mean*
basic arithmetic	1	7.8**
basic grammar	2	7.3
mental arithmetic ability	3	7.0
typewriter	4	7.0
spelling	5	7.0
listening and observing	6	6.9
cultural development	7	6.9
punctuation	8	6.9
reading for comphrension	9	6.9
ability to work with others	10	6.8
penmanship	11	6.8
higher mathematics	12	6.7
ability to deal with superiors	13	6.7
business arithmetic	14	6.5
reading fast	15	6.5
fair treatment of minorities	16	6.4
group discussions	17	6.4
making change	18	6.2
bookkeeping	19	6.1
person-to-person discussions	20	6.0
prepared talks	21	6.0
business etiquette	22	6.0
letter writing	23	5.8
ability to get others to work effectively.	24	5.7
free enterprise system	25	5.7
statistics	26	5.7
accounting	27	5.6
planning	28	5.6
world trade	29	5.5
report writing	30	5.5
reading financial statements	31	5.4
economic cycles	32	5.4
national income	33	5.3
money and banking	34	5.2
sources of funds	35	5.2
business law	36	5.0
weighing and measuring devices	37	5.0

* A 9.0 would indicate that every respondent gave the entry the highest possible score for preparation.

** Rounded to the nearest tenth.

Table 32 (continued)

Description	Rank	Mean
internal organization relationships	38	5.0
business records	39	5.0
setting prices	40	4.6
fashion and trends	41	4.6
salesmanship	42	4.6
local trade laws	43	4.6
calculator	44	4.5
federal laws and regulations	45	4.5
credit	46	4.5
business locations	47	4.4
stockkeeping and inventory control	48	4.4
insurance	49	4.4
adding machine	50	4.3
knowledge of data processing	51	4.3
use of the telephone	52	4.3
forecasting	53	4.3
advertising	54	4.3
sales promotion	55	4.3
marketing research	56	4.2
cash register	57	4.0
buying	58	4.0
seasonal fluctuations	59	4.0
transportation	60	3.8
unions	61	3.7
dictaphone	62	3.2

TABLE 33 - SKILLS AND KNOWLEDGES - PREPARATION RANKED BY MEAN SCORE

(Questionnaire to Employers Concerning Supervisors)

Description	Rank	Mean*
making change	1	7.5**
cash register	2	7.5
fair treatment of minorities	3	7.5
ability to deal with superiors	4	7.2
weighing and measuring devices	5	7.2
ability to work with others	6	7.1
basic arithmetic	7	7.1
business etiquette	8	7.0
use of the telephone	9	6.9
salesmanship	10	6.8
person-to-person discussions	11	6.7
business arithmetic	12	6.6
unions	13	6.6
transportation	14	6.6
listening and observing	15	6.6
stockkeeping and inventory control	16	6.6
ability to get others to work effectively	17	6.5
business records	18	6.5
basic grammar	19	6.5
internal organization relationships	20	6.5
mental arithmetic capability	21	6.5
adding machine	22	6.4
reading for comphrension	23	6.4
fashion and trends	24	6.4
buying	25	6.3
group discussions	26	6.3
techniques and strategy for setting prices	27	6.2
seasonal fluctuations	28	6.2
credit	29	6.1
local trade laws	30	6.1
spelling	31	6.1
planning	32	6.1
prepared talks	33	6.0
report writing	34	6.0
sales promotion	35	5.9
calculator	36	5.9
penmanship	37	5.9

* A 9.0 would indicate that every respondent gave the entry the highest possible score for preparation.

** Rounded to the nearest tenth.

Table 33 (continued)

Description	Rank	Mean
punctuation	38	5.9
federal laws and regulations	39	5.9
bookkeeping	40	5.8
statistics	41	5.8
insurance	42	5.8
free enterprise in general	43	5.8
money and banking	44	5.8
marketing research	45	5.7
reading fast	46	5.6
forecasting	47	5.6
business law	48	5.6
advertising	49	5.6
cultural development	50	5.6
economic cycles	51	5.6
business locations	52	5.5
letter writing	53	5.5
national income	54	5.5
typewriter	55	5.5
sources of funds	56	5.4
dictaphone	57	5.2
world trade	58	5.1
accounting	59	4.9
data processing	60	4.9
higher mathematics	61	4.8
reading financial statements	62	4.8

TABLE 34 - SKILLS AND KNOWLEDGES - PREPARATION RANKED BY MEAN SCORE

(Questionnaire to Supervisors)

Description	Rank	Mean*
basic arithmetic	1	7.7**
punctuation	2	7.2
basic grammar	3	7.1
spelling	4	7.1
listening and observing	5	6.8
mental arithmetic ability	6	6.7
typewriter	7	6.7
higher mathematics	8	6.7
reading for comphrension	9	6.7
penmanship	10	6.6
ability to work with others	11	6.5
business arithmetic	12	6.4
ability to deal with superiors	13	6.3
cultural development	14	6.3
group discussions	15	6.1
person-to-person discussions	16	6.0
prepared talks	17	6.0
letter writing	18	6.0
fair treatment of minorities	19	5.9
bookkeeping	20	5.9
reading fast	21	5.9
statistics	22	5.8
accounting	23	5.8
free enterprise system	24	5.7
report writing	25	5.6
business etiquette	26	5.5
making change	27	5.4
national income	28	5.3
reading financial statements	29	5.3
business law	30	5.3
planning	31	5.3
world trade	32	5.2
business records	33	5.2
money and banking	34	5.1
economic cycles	35	5.0
sources of funds	36	5.0
salesmanship	37	4.8

* A 9.0 would indicate that every respondent gave the entry the highest possible score for preparation.

** Rounded to the nearest tenth.

Table 34 (continued)

Description	Rank	Mean
ability to get others to work	38	4.8
internal organization relationships	39	4.8
buying	40	4.7
stockkeeping and inventory control	41	4.6
weighing and measuring devices	42	4.6
fashion and trends	43	4.6
marketing research	44	4.6
seasonal fluctuations	45	4.5
setting prices	46	4.5
transportation	47	4.5
credit	48	4.5
advertising	49	4.5
forecasting	50	4.3
business locations	51	4.3
sales promotions	52	4.2
cash register	53	4.1
insurance	54	4.1
federal laws and regulations	55	4.0
adding machine	56	4.0
use of the telephone	57	3.9
calculator	58	3.8
local trade laws	59	3.6
unions	60	3.6
knowledge of data processing	61	2.7
dictaphone	62	2.4

Table 35
KNOWLEDGE AND SKILLS - EMPLOYER PREPARATION RANKING

Item	Subject Area	Emp. About Non-Supp.	Non-Supp.	Emp. About Sup.	Sup.
fair treatment of minorities	HR	1	16	3	19
making change	MATH	2	18	1	27
ability to deal with superiors	HR	3	13	4	13
ability to work with others	HR	4	10	6	11
business etiquette	HR	5	22	8	26
basic arithmetic	MATH	6	1	7	1
use of the telephone	C	7	52	9	57
person-to-person discussions	C	8	20	11	16
basic grammar	C	9	12	19	3
unions	O	10	61	13	60
group discussions	C	11	17	26	15
listening and observing	C	12	6	15	5
adding machines	MB	13	50	22	56
reading for comphrension	C	14	9	23	9
weighing and measuring devices	MB	15	37	5	42
typewriter	MB	16	4	55	7
spelling	C	17	5	31	4
cash register	MB	18	57	2	53
fashion and trends	MKT	19	41	24	43
ability to get others to work	HR	20	24	17	38
internal organization relationships	O	21	38	20	39
buying	MKT	22	58	25	40
transportation	MKT	23	60	14	47
penmanship	C	24	11	37	10
punctuation	C	25	8	38	2
salesmanship	MKT	26	42	10	37
report writing	C	27	30	34	25
prepared talks	C	28	21	33	17
business records	MKT	29	39	18	33
mental arithmetic ability	MATH	30	3	21	6
letter writing	C	31	23	53	18
reading fast	C	32	15	46	21
business arithmetic	MATH	33	14	12	12
business locations	ECO	34	47	52	51
planning	O	35	28	32	31
statistics	MATH	36	26	41	22
local trade laws	O	37	43	30	59
credit	MKT	38	46	29	48
stockkeeping and inventory control	MKT	39	48	16	41
free enterprise system	ECO	40	25	43	24
sales promotion	MKT	41	55	35	52

Table 35 (continued)

KNOWLEDGE AND SKILLS - EMPLOYER PREPARATION RANKING

Item	Subject Area	Emp. About Non-Sups.	Non-Sups.	Emp. About Sup.	Sup.
technique and strategy for setting prices	ECO	42	40	27	46
bookkeeping	FR	43	19	40	20
reading financial statements	FR	44	31	62	29
advertising	MKT	45	54	49	49
cultural development	O	46	7	50	14
national income	ECO	47	33	54	28
seasonal fluctuations	ECO	48	59	28	45
economic cycles	ECO	49	32	51	35
accounting	FR	50	27	59	23
money and banking	ECO	51	34	44	34
world trade	MKT	52	29	58	32
higher mathematics	MATH	53	12	61	8
calculator	MB	54	44	36	58
forecasting	ECO	55	53	47	50
marketing research	MKT	56	56	45	44
dictaphone	MB	57	62	57	62
federal laws and regulations	O	58	45	39	55
insurance	O	59	49	42	54
business law	O	60	36	48	30
sources of funds	ECO	61	35	56	36
knowledge of data processing	O	62	51	60	61

Subject Area Key:

C=Communications	FR=Financial Records
MATH=Mathematics	MB=Machines of Business
HR=Human Relations	ECO=Economics
MKT=Marketing	O=Other Knowledge

Table 36

KNOWLEDGE AND SKILLS - EMPLOYEE PREPARATION RANKING

Item	Subject Area	Non-Supervisors	Supervisors
basic arithmetic	MATH	1	1
basic grammar	C	2	3
mental arithmetic ability	MATH	3	6
typewriter	MB	4	7
spelling	C	5	4
listening and observing	C	6	5
culturan development	O	7	14
punctuation	C	8	2
reading for comphrension	C	9	9
ability to work with others	HR	10	11
penmanship	C	11	10
higher mathematics	MATH	12	8
ability to deal with superiors	HR	13	13
business arithmetic	MATH	14	12
reading fast	C	15	21
fair treatment of minorities	HR	16	19
group discussions	C	17	15
making change	MATH	18	27
bookkeeping	FR	19	20
person-to-person discussions	C	20	16
prepared talks	C	21	17
business etiquette	HR	22	26
letter writing	C	23	18
ability to get others to work	HR	24	38
free enterprise system	ECO	25	24
statistics	MATH	26	22
accounting	FR	27	23
planning	O	28	31
world trade	MKT	29	32
report writing	C	30	25
reading financial statements	FR	31	29
economic cycles	ECO	32	35
national income	ECO	33	28
money and banking	ECO	34	34
sources of funds	ECO	35	36
business law	O	36	30
weighing and measuring devices	MB	37	42
internal organization relationships	O	38	39
business records	MKT	39	33
technique and strategy for setting prices	ECO	40	46
fashion and trends	MKT	41	43
salesmanship	MKT	42	37

Table 36 (continued)

KNOWLEDGE AND SKILLS - EMPLOYEE PREPARATION RANKING

Item	Subject Area	Non-Supervisors	Supervisors
local trade laws	O	43	59
calculator	MB	44	58
federal laws and regulations	O	45	55
credit	MKT	46	48
business locations	ECO	47	51
stockkeeping and inventory control	MKT	48	41
insurance	O	49	54
adding machines	MB	50	56
knowledge of data processing	O	51	61
use of the telephone	C	52	57
forecasting	ECO	53	50
advertising	MKT	54	49
sales promotion	MKT	55	52
marketing research	MKT	56	44
cash register	MB	57	53
buying	MKT	58	40
seasonal fluctuations	ECO	59	45
transportation	MKT	60	47
unions	O	61	60
dictaphone	MB	62	62

Subject Area Key:

C=Communications
MATH=Mathematics
HR=Human Relations
MKT=Marketing
FR=Financial Records
MB=Machines of Business
ECO=Economics
O=Other

TABLE 37- PERSONAL CHARACTERISTICS - IMPORTANCE RANKED BY MEAN SCORE

(Questionnaire to Employers Concerning Non-Supervisors)

DESCRIPTION	RANK	MEAN*
honesty	1	8.8
dependability	2	8.6
loyalty	3	8.4
willingness to abide by regulations	4	8.1
pride in doing work well	5	8.1
attention to detail	6	8.0
initiative	7	8.0
ability to take constructive criticism	8	8.0
willingness to do routine work	9	7.9
friendliness	10	7.9
sincerity	11	7.9
enthusiasm	12	7.9
tactfulness	13	7.8
ability to apply knowledge	14	7.8
smile	15	7.8
willingness to assume responsibility	16	7.7
manners	17	7.7
positive attitude	18	7.6
appearance	19	7.6
adaptability	20	7.5
reasoning logically	21	7.5
self-confidence	22	7.4
quickness to grasp meaning	23	7.4
willingness to do extra assignments	24	7.2
stamina	25	7.3
imagination and creativity	26	6.6
knowing one's goal in life	27	6.6
safety consciousness	28	6.5
hand shake	29	4.9

* A 9.0 would indicate that every respondent gave the entry the highest possible score for importance.

** Rounded to the nearest tenth.

TABLE 38 - PERSONAL CHARACTERISTICS - IMPORTANCE RANKED BY MEAN SCORE

(Questionnaire to Non-Supervisors)

Description	Rank	Mean*
honesty	1	8.7**
dependability	2	8.7
friendliness	3	8.5
pride in doing work well	4	8.5
willingness to assume responsibility	5	8.4
loyalty	6	8.4
attention to details	7	8.3
initiative	8	8.3
manners	9	8.2
ability to apply knowledge	10	8.2
sincerity	11	8.2
willingness to do routine work	12	8.2
self-confidence	13	8.2
willingness to abide by regulations	14	8.1
willingness to do extra assignments	15	8.1
ability to take constructive criticism	16	8.1
reasoning logically	17	8.0
enthusiasm	18	8.0
positive attitude	19	8.0
smile	20	8.0
tactfulness	21	8.0
adaptability	22	7.9
quickness to grasp meaning	23	7.8
appearance	24	7.6
stamina	25	7.4
knowing one's goal in life	26	7.0
imagination and creativity	27	6.9
safety consciousness	28	6.7
hand shake	29	4.5

* A 9.0 would indicate that every respondent gave the entry the highest possible score for importance.

** Rounded to the nearest tenth.

TABLE 39 - PERSONAL CHARACTERISTICS - IMPORTANCE RANKED BY MEAN SCORE

(Questionnaire to Employers Concerning Supervisors)

Description	Rank	Mean*
honesty	1	8.9**
dependability	2	8.8
willingness to assume responsibility	3	8.7
loyalty	4	8.6
initiative	5	8.5
pride in doing work well	6	8.4
enthusiasm	7	8.3
sincerity	8	8.3
ability to take constructive criticism	9	8.3
willingness to abide by regulations	10	8.3
ability to apply knowledge	11	8.3
adaptability	12	8.2
tactfulness	13	8.2
attention to details	14	8.2
positive attitude	15	8.2
self-confidence	16	8.1
willingness to do extra assignments	17	8.1
reasoning logically	18	8.1
quickness to grasp meaning	19	8.0
friendliness	20	8.0
manners	21	7.8
smile	22	7.8
willingness to do routine work	23	7.8
appearance	24	7.7
knowing one's goal in life	25	7.7
imagination and creativity	26	7.6
stamina	27	7.5
safety consciousness	28	6.6
hand shake	29	5.9

* A 9.0 would indicate that every respondent gave the characteristic the highest possible score for importance.

** Rounded to the nearest tenth.

TABLE 40- PERSONAL CHARACTERISTICS - IMPORTANCE RANKED BY MEAN SCORE

(Questionnaire to Supervisors)

Description	Rank	Mean*
honesty	1	8.9**
dependability	2	8.7
willingness to assume responsibility	3	8.7
loyalty	4	8.6
pride in doing work well	5	8.5
initiative	6	8.5
ability to apply knowledge	7	8.4
sincerity	8	8.3
ability to take constructive criticism	9	8.3
self-confidence	10	8.2
enthusiasm	11	8.2
positive attitude	12	8.2
willingness to do extra assignments	13	8.2
reasoning logically	14	8.2
attention to details	15	8.1
friendliness	16	8.1
tactfulness	17	8.1
willingness to abide by regulations	18	8.1
willingness to do routine work	19	8.0
manners	20	8.0
adaptability	21	8.0
quickness to grasp meaning	22	7.9
smile	23	7.8
stamina	24	7.7
appearance	25	7.6
knowing one's goal in life	26	7.5
imagination and creativity	27	7.4
safety consciousness	28	6.6
hand shake	29	5.6

* A 9.0 would indicate that every respondent gave the entry the highest possible score for importance.

** Rounded to the nearest tenth.

TABLE 41 - PERSONAL CHARACTERISTICS - PREPARATION RANKED BY MEAN SCORE

(Questionnaire to Employers Concerning Non-Supervisors)

Description	Rank	Mean*
honesty	1	7.1**
stamina	2	6.3
willingness to do routine work	3	6.2
dependability	4	6.2
willingness to abide by regulations	5	6.1
loyalty	6	6.1
safety consciousness	7	6.1
manners	8	6.0
smile	9	6.0
friendliness	10	5.9
positive attitude	11	5.8
ability to take constructive criticism	12	5.7
sincerity	13	5.7
willingness to do extra assignments	14	5.7
pride in doing work well	15	5.6
reasoning logically	16	5.5
quickness to grasp meaning	17	5.5
hand shake	18	5.5
appearance	19	5.5
ability to apply knowledge	20	5.5
willingness to assume responsibility	21	5.5
attention to details	22	5.5
self-confidence	23	5.4
enthusiasm	24	5.4
tactfulness	25	5.3
imagination and creativity	26	5.2
adaptability	27	5.2
initiative	28	5.0
knowing one's goal in life	29	5.0

* A 9.0 would indicate that every respondent gave the entry the highest possible score for preparation.

** Rounded to the nearest tenth.

TABLE 42 - PERSONAL CHARACTERISTICS - PREPARATION RANKED BY MEAN SCORE

(Questionnaire to Employers Concerning Supervisors)

Description	Rank	Mean*
honesty	1	8.0**
dependability	2	7.6
loyalty	3	7.5
willingness to abide by regulations	4	7.3
manners	5	7.1
smile	6	7.1
sincerity	7	7.0
stamina	8	7.0
willingness to do extra assignments	9	7.0
willingness to do routine work	10	6.9
willingness to assume responsibility	11	6.9
friendliness	12	6.9
pride in doing work well	13	6.9
ability to apply knowledge	14	6.9
appearance	15	6.9
positive attitude	16	6.9
safety consciousness	17	6.8
hand shake	18	6.8
enthusiasm	19	6.7
initiative	20	6.6
quickness to grasp meaning	21	6.6
ability to take constructive criticism	22	6.6
reasoning logically	23	6.5
self-confidence	24	6.4
tactfulness	25	6.4
adaptability	26	6.4
knowing one's goal in life	27	6.4
attention to details	28	6.4
imagination and creativity	29	6.2

* A 9.0 would indicate that every respondent gave the entry the highest possible score for preparation.

** Rounded to the nearest tenth.

Table 43

PERSONAL CHARACTERISTICS - PREPARATION RANKED BY MEAN

Description	Employees Non-Supervisors	Employers Supervisors
honesty	1	1
stamina	2	8
willingness to do routine work	3	10
dependability	4	2
willingness to abide by regulations	5	4
loyalty	6	3
safety consciousness	7	17
manners	8	5
smile	9	6
friendliness	10	12
positive attitude	11	16
ability to take constructive criticism	12	22
sincerity	13	7
willingness to do extra assignments	14	9
pride in doing work well	15	13
reasoning logically	16	23
quickness to grasp meaning	17	21
hand shake	18	18
appearance	19	15
ability to apply knowledge	20	14
willingness to assume responsibility	21	11
attention to detail	22	28
self-confidence	23	24
enthusiasm	24	19
tactfulness	25	25
imagination and creativity	26	29
adaptability	27	26
initiative	28	20
knowing one's goal in life	29	27

Table 44
Nine General Categories

Rank Correlation Matrix

		Importance				Preparation			
		Employers About Non-Supervisors	Non-Supervisors	Employers About Supervisors	Supervisors	Employers About Non-Supervisors	Non-Supervisors	Employers About Supervisors	Supervisors
IMPORTANCE	Employers About Non-Supervisors		.97	.93	.93	.80	-.33	.73	-.32
	Non-Supervisors			.92	.95	.77	-.37	.77	-.35
	Employers About Supervisors				.97	.90	-.27	.83	-.30
	Supervisors					.90	-.20	.78	-.22
PREPARATION	Employers About Non-Supervisors						.13	.82	.08
	Non-Supervisors							-.16	.98
	Employers About Supervisors								-.23
	Supervisors								

Table 45

WHEN YOU SCREEN APPLICANTS FOR NON-SUPERVISORY JOBS IN MARKETING AND DISTRIBUTION, WHAT KNOWLEDGE AND SKILLS, INCLUDING THOSE WE HAVE JUST DISCUSSED OR OTHERS, DO YOU CONSIDER MOST IMPORTANT?

(Employers Concerning Non-Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Job or Product Knowledge	1	108	51%
Personal Characteristics (excluding human relations)	2	65	31
Human Relations	3	61	29
Math	4	54	25
Communications	5	37	17
Selling and Salesmanship	6	23	11
General Education	7	16	8
Machines of Business	8	15	7
Business Organization, Procedure, and Management	9	13	6
Blank Answer	10	10	5
Marketing	11	8	4
Miscellaneous	12	7	3
Business and Financial Records	12	7	3
Bookkeeping and Accounting	12	7	3
Economics	15	2	1

Note:

The standard error estimate has been computed for each entry. Job or Product Knowledge, the highest entry, is correct ± 7% at the 95% confidence level. The error declines until the lowest entry, Economics, is correct to ±1%.

* Size of sample -- 213

Table 45 (continued)

WHEN YOU SCREEN APPLICANTS FOR NON-SUPERVISORY JOBS IN MARKETING AND DISTRIBUTION, WHAT KNOWLEDGE AND SKILLS, INCLUDING THOSE WE HAVE JUST DISCUSSED OR OTHERS, DO YOU CONSIDER MOST IMPORTANT?

(Questionnaire Concerning Non-Supervisors)

Job or Product Knowledge (skill or experience)

1. ability - experience in trade
2. ability to drive a truck
3. ability to operate a car or a truck
4. ability to operate lift equipment and material handling
5. attitude toward children
6. background in music
7. basic knowledge of or experience in retail grocery industry
8. catering lowest to highest
9. cooks - cooking ability, job knowledge
10. depends on what they are hired for; something basic about the jobs they are applying for ---
11. directly related work experience
12. electronics background
13. experience
14. experience and knowledge in their specific job category
15. experience or the ability to climb poles
16. experience with product
17. forklift operation
18. full funeral directory knowledge
19. given job skills
20. good product knowledge
21. grasp of insurance
22. handling of livestock
23. job knowledge (driving)
24. job knowledge (driving commercial vehicles)
25. knowledge of banking
26. knowledge of insurance
27. knowledge of lumber
28. knowledge of media they are selling
29. knowledge of music
30. knowledge of vehicle
31. knowledge of the business world - practical knowledge
32. knowledge pertaining to mechanical skill
33. mechanical ability
34. mechanical ability (in glass work)
35. mechanical aptitude
36. mechanical installation aspects
37. mechanics for people in shop
38. overall knowledge of insurance industry
39. previous product knowledge
40. product knowledge
41. product knowledge - experienced in handling beverages

(continued from previous page)

42. product knowledge (in the field of real estate)
43. product knowledge to apply to this job
44. products and product knowledge
45. product or job knowledge (Bar Savay)
46. related skills
47. rigging - handling of heavy products
48. sales experience
49. seeds - product knowledge
50. shorthand
51. skill as a mechanic
52. soil and soil conditions
53. some definite job knowledge of some of the jobs
54. store knowledge - practical experience
55. take care of changes in schedules and routes
56. taking care of the equipment
57. technical product knowledge
58. time control
59. trade knowledge and ability
60. training that helps company directly
61. waiting on tables
62. welding
63. willingness to prepare for duties (job knowledge)
64. work experience

Personal Characteristics (excluding human relations)

1. ability to adapt to situations
2. ability to allocate their time
3. ability to do the work of the job
4. ability to learn and comprehend
5. ability to make quick decisions
6. ability to organize days work properly
7. ability (skill) to do job
8. ability to take criticism
9. ability to think on feet
10. ability to work hard
11. able to learn from instructions
12. able to make decisions rapidly without hesitation
13. able to think in any situation
14. accuracy
15. accuracy in inventory control
16. adapt to jobs
17. aggressive nature
18. alertness
19. alertness in helping customer
20. appearance
21. apply themselves
22. attitude
23. awareness of job
24. carry a job to completion

(continued from previous page)

25. character - honesty, credit references
26. common sense
27. cooperative attitude
28. dependability - desire to do job
29. desire to obtain an objective
30. dexterity, manual
31. driving safety
32. enthusiasm
33. enthusiasm for the job
34. fast and accurate work
35. friendliness
36. good memory
37. hard work pattern
38. honesty
39. imagination
40. imagination and creativity
41. intelligence
42. intelligence (basic)
43. logic
44. looks for skill of working on their own rather than going to school only
45. normal intelligence
46. other help - desire to work
47. person who doesn't need constant supervision
48. personal planning
49. physical fitness
50. pride in their ability
51. proper attitude
52. proper use of own body in lifting, etc.
53. quickness to grasp
54. rapid but quality work
55. reliability
56. should show evidence of ability to handle higher level of business
57. sincerity
58. sincerity to the employers
59. skill of being able to learn quickly
60. smile - personality
61. speed
62. strong enough to do the work
63. take supervision
64. think on their own
65. willing to work
66. willingness to work

Human Relations

1. ability to get along
2. ability to get along with fellow workers and customers
3. ability to get along with others

(continued from previous page)

4. ability to meet people
5. ability to work with others
6. able to meet the public
7. capable to contact customers
8. customer contact
9. customer relations
10. customer relations skill
11. fair treatment of minorities
12. front office contacts
13. getting along with people
14. human relations
15. knowing how to serve people
16. knowing how to treat people
17. knowledge of people
18. knowledge of psychology of people
19. leadership qualities
20. personal relations
21. personality
22. previous leadership experience
23. public relations
24. retail personality
25. social awareness
26. social intelligence - individual wants or dislikes
27. tact with customer
28. tactful with people

Mathematics

1. ability to handle money
2. ability to reason mathematically
3. able to figure - math
4. application of basic arithmetic
5. arithmetic
6. arithmetic - and use of; think quickly under pressure
7. basic abilities in arithmetic
8. basic math
9. basic mathematics (for discounts and ratios)
10. business arithmetic
11. higher mathematics
12. knowledge of making change
13. making change
14. math is real important
15. mathematics
16. mental arithmetic ability
17. statistics

(continued from previous page)

Communications

1. ability to communicate
2. ability to make accurate reports
3. ability to make written or oral presentation
4. ability to speak
5. ability to talk to individuals
6. ability to write
7. able to follow printed directions on chemical container
8. able to listen to what patrons say
9. communications
10. comprehend written work
11. English
12. hand writing
13. legible hand writing
14. letterwriting
15. listening and observing
16. oral communications
17. penmanship
18. person-to-person discussion
19. spelling
20. speaking - the ability to address a group
21. telephone procedure
22. telephone techniques
23. use of telephone

Selling and Salesmanship

1. sales
2. sales attitude
3. salesmanship
4. salesmanship (workers please customers)

General Education

1. basic level of knowledge
2. college training (not necessary)
3. general basic knowledge
4. general education - above average
5. grades in general are important
6. none - too great variety
7. understanding of general business
8. well read

Machines of Business

1. cash register
2. dictaphone
3. machines of business
4. office procedure - use of machines
5. typewriter and adding machines
6. typing

(continued from previous page)

Business Organization, Procedure, and Management

1. background of business training
2. firm's rules and regulations
3. general office
4. internal relationships
5. knowledge of company policies
6. planning

Blank Answer

Marketing

1. basic knowledge of tariffs
2. basics of transportation
3. display
4. displaying of merchandise
5. fashion trends
6. knowledge of promotional techniques
7. marketing
8. merchandising
9. merchandise being sold
10. must know market position in quality and acceptance of product
11. rates, tariffs, ICC regulations
12. stockkeeping
13. stockkeeping and inventory

Miscellaneous

1. age (under 35)
2. church organization
3. geography
4. hobbies
5. married with children
6. military service completed
7. need for the job is important
8. past recommendations
9. science (limited background)
10. sport interests
11. would like man untrained and train himself

Business and Financial Records

1. ability to keep records
2. record keeping

Bookkeeping and Accounting

1. general bookkeeping (debits and credits)
2. knowledge of accounting
3. simple bookkeeping

(continued from previous page)

Economics

1. concept of capitalistic system
2. economics

Table 46

WHAT KNOWLEDGE OR SKILLS, INCLUDING THOSE WE HAVE JUST DISCUSSED OR OTHERS, DO YOU CONSIDER MOST IMPORTANT IN YOUR JOB?

(Questionnaire to Non-Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Job or Product Knowledge	1	110	52%
Human Relations	2	66	31
Mathematics	3	60	28
Personal Characteristics (excluding human relations)	4	47	22
Communications	5	39	18
Machines of Business	6	35	17
Business Organization, Procedure, and Management	7	20	9
Bookkeeping and Accounting	8	15	7
Selling and Salesmanship	9	14	7
Marketing	10	13	6
General Education	11	10	5
Business and Financial Records	12	7	3
Miscellaneous	13	5	2
Economics	14	2	1
Blank Answer	15	0	0

Note:

The standard error estimate has been computed for each entry. Job or Product Knowledge, the highest entry, is correct ± 7% at the 95% confidence level. The error declines until the lowest entry, Blank Answer, is correct ± 1%.

* Size of sample -- 211

Table 46 (continued)

WHAT KNOWLEDGE OR SKILLS, INCLUDING THOSE WE HAVE JUST DISCUSSED OR OTHERS, DO YOU CONSIDER MOST IMPORTANT IN YOUR JOB?

(Questionnaire to Non-Supervisors)

Job or Product Knowledge (skills or experience)

1. ability to determine if people are buyers
2. ability to do what is assigned
3. ability to fill in on other jobs
4. able to wait on people properly
5. bacteriology
6. basic electricity (radio and tv)
7. basic knowledge of electronics
8. basic product knowledge
9. business relationships
10. chemistry
11. comphrension of situation at hand
12. current on present fashion and trends
13. differences in anatomy
14. driving and loading ability
15. electrical knowledge
16. electronics
17. embalming and restoration
18. etiquette for serving
19. fashion and trends
20. flexibility (the ability to handle the many facets of the operation)
21. handling of furniture
22. housekeeping
23. how to obtain required goods
24. in general a overall knowledge of business and product
25. insurance law (job knowledge)
26. intense knowledge of products
27. job knowledge
28. job knowledge - familiarity with work (experience)
29. job knowledge (how to make a milk shake)
30. know about a car (makes and parts)
31. know job duties
32. know union contract
33. know what I'm supposed to do
34. knowing history of musical instruments
35. knowing how to drive heavy equipment
36. knowing legal ramifications
37. knowing state liquor laws
38. knowledge of carpentry
39. knowledge of circuits
40. knowledge of insurance
41. knowledge of music and instruments
42. knowledge of product
43. knowledge of product - professional hair styling

(continued from previous page)

44. knowledge of rules pertaining to driving
45. knowledge of service
46. legal environment
47. market knowledge
48. making sure stock is available (selecting product line to sell)
49. manual dexterity
50. merchandise knowledge
51. mechanical work
52. mechanics
53. merchandise values - incoming
54. musical knowledge
55. ordering
56. pathology
57. performing on musical instruments
58. preparation
59. product knowledge
60. product knowledge a) geographic area in which one works
    b) value of inventory
    c) sources of mortgage money
61. product knowledge in field of automotives
62. product knowledge (insurance job and industry)
63. product knowledge (things handled in the operation of the business)
64. purchasing materials
65. reading legal documents (forms, etc.)
66. safety
67. seasonal factors
68. sense of balance for carrying
69. sign painting
70. skill of proper service
71. skill (understanding trade)
72. technical product knowledge
73. trade (electric, plumbing)
74. unions
75. use of measuring devices
76. warehouse knowledge
77. welding ability

Human Relations

1. ability to cope with customers
2. ability to deal with customer
3. ability to deal with people
4. ability to evaluate people
5. ability to get along with customer
6. ability to get along with people
7. ability to get along with the people you come in contact with
8. accept criticism
9. business diplomacy

(continued from previous page)

10. customer attitude
11. dealing with people
12. getting along with employer
13. getting along with people
14. handling people
15. human behavior
16. human relations
17. human relations and skill in customer contact
18. identifying with customer satisfaction
19. knowledge of people and habits
20. leadership
21. personal relations
22. people and their actions
23. pleasing customer
24. public relations
25. skill of socializing with people
26. social background
27. take orders
28. taking orders from customers
29. understanding and dealing with people

Mathematics

1. ability to count money
2. ability to figure in your head
3. add and subtract
4. arithmetic
5. basic arithmetic
6. basic arithmetic (estimating)
7. basic mathematics
8. counting change
9. knowledge of coing change
10. math (basic)
11. math (cash flow)
12. mathematical accuracy
13. mathematics
14. mental arithmetic

Personal Characteristics (excluding human relations)

1. abiding by regulations
2. ability to analyze a complex situation
3. ability to apply knowledge
4. ability to assume responsibility
5. ability to learn fast
6. ability to think on the job
7. accurate
8. able to notice mistakes
9. able to think things out and do not get flustered
10. create own work
11. don't be wasteful
12. enthusiasm

(continued from previous page)

13. fast
14. good reflex
15. good memory
16. honesty
17. judgment
18. manners
19. memory
20. personal grooming
21. physical stamina
22. planning - personal
23. pleasant attitude and keeping aloof from customers
24. pride in company
25. punctual
26. read and apply manuals
27. reasoning
28. reliability
29. remembering specifics
30. self-confidence
31. speed
32. think for oneself (upholestry cleaning)
33. thinking through a problem

Communications

1. ability to communicate
2. ability to listen to customers
3. communicating to people
4. communicating with people
5. communications
6. communications (customer - employee)
7. English
8. good grammar
9. grammatical accuracy
10. group discussions
11. group speaking
12. journalism
13. letter writing
14. listening
15. listening skill
16. oral presentation
17. person-to-person discussions
18. penmanship
19. promotional - over-phone technique
20. reading
21. reading for comprehension
22. speech (sell and feel at ease)
23. spelling
24. telephone

(continued from previous page)

25. telephone use
26. use of telephone
27. writing

Machines of Business
1. adding machine
2. cash register
3. general knowledge of data processing
4. knowledge of cash register
5. typing
6. typing and related skills

Business Organization, Procedure, and Management
1. coordinating for objective
2. internal organization relationship
3. know whom to take orders from
4. organization of work
5. plan ahead
6. planning
7. planning the individual's job
8. planning work
9. planning work and layout

Bookkeeping and Accounting
1. accounting
2. basic accounting procedures
3. bookkeeping

Selling and Salesmanship
1. ability to sell self or product
2. knowledge of selling
3. salesmanship

Marketing
1. buying
2. credit
3. inventory or stockkeeping
4. knowledge of merchandising
5. knowing features of a good store location
6. loan and credit
7. retailing and inventory control

General Education
1. ability to discuss issues on several types of businesses
2. business concept
3. general knowledge of business
4. general knowledge of Northwest business
5. good business background (advertising, economics)

(continued from previous page)

Business and Financial Records
1. knowledge of finance
2. record keeping

Miscellaneous
1. business law
2. filing
3. religion
4. shorthand (Gregg)

Economics

Blank Answer

Table 47

WHEN YOU SCREEN APPLICANTS FOR SUPERVISORY JOBS IN MARKETING AND DISTRIBUTION, WHAT KNOWLEDGE AND SKILLS, INCLUDING THOSE WE HAVE JUST DISCUSSED OR OTHERS, DO YOU CONSIDER MOST IMPORTANT?

(Employers Concerning Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Human Relations	1	81	60%
Job or Product Knowledge	2	77	57
Personal Characteristics (excluding human relations)	3	29	21
Business Organization, Procedure, and Management	4	21	15
Selling and Salesmanship	5	16	12
Mathematics	6	13	10
Communications	7	11	8
Marketing	8	8	6
Economics	8	8	6
Bookkeeping and Accounting	10	5	4
Miscellaneous	10	5	4
Business and Financial Records	12	4	3
General Education	13	3	2
Machines of Business	13	3	2
Blank Answer	15	2	1

Note:

The standard error estimate has been computed for each entry. Human Relations, the highest entry, is correct ± 8% at the 95% confidence level. The error declines until the lowest entry, Blank Answer, is correct ± 2%.

* Size of sample -- 136

Table 47 (continued)

WHEN YOU SCREEN APPLICANTS FOR SUPERVISORY JOBS IN MARKETING AND DISTRIBUTION, WHAT KNOWLEDGE AND SKILLS, INCLUDING THOSE WE HAVE JUST DISCUSSED OR OTHERS, DO YOU CONSIDER MOST IMPORTANT?

(Employers Concerning Supervisors)

Human Relations

1. ability to appraise people working for them
2. ability to cooperate
3. ability to deal with people
4. ability to direct
5. ability to get along
6. ability to get along with employee
7. ability to get along with men
8. ability to get along with others
9. ability to get others to cooperate (leadership)
10. ability to get others to work effectively
11. ability to get people to work for him
12. ability to handle people -- both those that work under them and those they work with
13. ability to handle routine problems with employees
14. ability to know customers by name
15. ability to lead
16. ability to lead others effectively
17. ability to motivate
18. ability to motivate people
19. ability to recognize guests
20. ability to stimulate people working for them
21. ability to supervise personnel
22. ability to teach employees
23. ability to transfer ability to others
24. consistency in relations
25. customer relations
26. customer relations (different groups)
27. customer service
28. empathy
29. get along with customers
30. getting along with others
31. handling people
32. human relations
33. know how to bring out skills in other people
34. knowledge of customers
35. leader of their employees
36. performance in handling personnel and customers
37. personality traits - getting along with people
38. psychology
39. psychology - basic understanding of how to deal with salesman (associates)
40. public and human relations
41. public relations

(continued from previous page)

42. skill of transferring this knowledge to others (power of persuasion)
43. supervision (ability) cooperate
44. those skills which one sees in good supervision
45. understanding people (human relations)
46. work with others

Job or Product Knowledge (skills or experience)

1. ability
2. ability to analyze credit
3. ability to do job - knowledge of the job they're doing
4. ability to hire and evaluate and to fill the job requirement
5. automotive maintenance
6. banking operations and regulations
7. basic knowledge of beauty business
8. basic knowledge of life insurance
9. bid the job
10. business operations for this store
11. commodity prices
12. cost analysis
13. customer knowledge (requirements of the customer's business)
14. experience
15. experience in another successful operation - related
16. experience in marketing operation
17. frequency costs and how to price
18. good technical knowledge - better than people supervising
19. handling men's assignments
20. industry and functional knowledge
21. job knowledge
22. know fruit, grades, sizes, temperature
23. know product and the meat business
24. know quality of purchases
25. know store policy
26. know when to sell and at what price to sell
27. knowing how I operate
28. knowing what I expect and want
29. knowledge of all departments of the store
30. knowledge of area
31. knowledge of banking
32. knowledge of business
33. knowledge of carloading methods
34. knowledge of food preparation
35. knowledge of handling damaged merchandise
36. knowledge of his work and duties
37. knowledge of industry
38. knowledge of rates and prices
38. knowledge of the entire field of truck transportation

(continued from previous page)

39. knowledge of the manufacturing process
40. loading procedure
41. mechanic ability
42. mechanical aptitude
43. mechanically inclined
44. money and banking
45. performance
46. product knowledge (lumber company)
47. product knowledge or technical knowledge of the business
48. product knowledge - printing operations, know product
49. profit control
50. portion control
51. recognition of risks and hazards (a learned skill with ability to recognize insurance needs)
52. sales and all results (claims, underwriters with people)
53. scheduling
54. scheduling capability
55. seasonal fluctuations
56. see that work is done efficiently
57. skill to make money and operate at profit
58. supervisor must do his job
59. technical background in the business
60. technical insurance knowledge
61. technical knowledge (electronics) related to the job
62. technical product knowledge
63. technical qualifications
64. thoroughness of price quotations
65. time-and-motion study
66. traffic rates and controls
67. understanding all contracts, knowledge
68. weights and measures

Personal Characteristics (excluding human relations)

1. ability to adapt to regulations
2. ability to analyze
3. ability to delegate authority
4. ability to think and react quickly
5. ability to use common sense
6. ambition
7. ambition to better himself
8. aggressive personality
9. assume responsibility
10. company loyalty
11. dependability
12. enthusiasm
13. honesty
14. initiative
15. learning ability
16. loyalty to firm
17. personal credit reputations

(continued from previous page)

18. potential
19. promote and carry out ideas
20. practical intelligence
21. retention of facts
22. see that work is done effectively
23. thoroughness - conscientious
24. willing to learn

Business Organization, Procedure, and Management

1. ability to organize
2. ability to plan
3. ability to plan ahead
4. ability to plan and execute
5. business management
6. comprehension of basic business principles
7. general business knowledge
8. internal organization relations
9. know how to direct work of other people
10. know how to schedule personnel
11. knowing lines of authority and responsibility
12. knowledge of internal organization
13. office and agency management
14. planning
15. skill in prospecting and planning

Selling and Salesmanship

1. professional sales aptitude
2. sales management
3. salesmanship
4. selling
5. skill in selling
6. tie-in selling

Mathematics

1. arithmetic
2. business arithmetic
3. math
4. math (basic)
5. math (per cent)

Communications

1. ability to communicate
2. ability to communicate with both personnel and customers
3. business English
4. communications
5. communication (oral, written)
6. communication with people
7. good telephone manners (presentation)
8. making accurate reports

(continued from previous page)

9. penmanship
10. use of the telephone

Marketing

1. buying
2. buying and display work
3. buying goods
4. fashion trends
5. inventory control
6. knowledge of merchandising and advertising
7. marketing - job knowledge
8. merchandising
9. promotion of goods
10. stockkeeping

Economics

1. ability to forecast
2. business economics
3. economics
4. fundamentals of economics
5. knowledge of economics

Bookkeeping and Accounting

1. ability to adapt to different types of bookkeeping systems
2. accounting
3. bookkeeping

Miscellaneous

1. all-around general knowledge
2. hard knocks
3. performance in handling money
4. research
5 theory ability

Business and Financial Records

1. interpret financial statements

General Education

Machines of Business

1. handle standard office equipment
2. typing

Blank Answer

Table 48

WHAT KNOWLEDGE OR SKILLS, INCLUDING THOSE WE HAVE JUST DISCUSSED OR OTHERS, DO YOU CONSIDER MOST IMPORTANT IN YOUR JOB?

(Questionnaire to Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Human Relations	1	68	49%
Job or Product Knowledge	2	62	45
Communications	3	25	18
Business Organization, Procedure, and Management	4	18	13
Mathematics	5	17	12
Personal Characteristics (excluding human relations)	6	16	12
Marketing	7	11	8
Machines of Business	8	10	7
Bookkeeping and Accounting	8	10	7
Selling and Salesmanship	10	9	7
Miscellaneous	11	6	4
Economics	12	4	3
Blank Answer	13	3	2
Business and Financial Records	13	3	2
General Education	15	2	1

Note:

The standard error estimate has been computed for each entry. Human Relations, the highest entry, is correct ± 8% at the 95% confidence level. The error declines until the lowest entry, General Education, is correct to ± 2%.

* Size of sample -- 138

Table 48 (continued)

WHAT KNOWLEDGE OR SKILLS INCLUDING THOSE WE HAVE JUST DISCUSSED OR OTHERS, DO YOU CONSIDER MOST IMPORTANT IN YOUR JOB?

(Questionnaire to Supervisors)

Human Relations

1. ability to control employees
2. ability to get along
3. ability to get along with people
4. ability to get along with people within company
5. ability to get along with supervisors
6. ability to motivate others
7. ability to motivate other people
8. ability to get along with others
9. ability to get others to work effectively
10. ability to get others to work together
11. ability to understand and work with others
12. ability to work with others
13. able to handle and manage people
14. able to work with people
15. compatability with others
16. cooperation
17. customer relations
18. dealing with the public
19. employee morale maintenance
20. getting people to respond
21. handle people
22. how to handle workers to get them to produce
23. human relations
24. human relations generally
25. know how to handle help
26. know your customers
27. knowledge of human relations
28. leadership skills
29. needs of people
30. observation of human behavior
31. personnel relations
32. psychology
33. public relations
34. recruiting men
35. relations with employees
36. staffing sales department
37. understand human behavior

Job or Product Knowledge

1. ability to determine customer's car problems and his financial ability to pay
2. ability to determine monetary values
3. active in hunting and fishing

(continued from previous page)

4. agriculture economics
5. analysis reading - feed contents
6. anticipation of business trends
7. attention to detail as to stock and inventory
8. background in electrical wholesaling
9. banking as a whole
10. banking skills - drafts, checks, notes
11. basic banking
12. basic electronics
13. buying
14. buying procedures
15. chemicals
16. chemistry
17. control of items being purchased (inventory control)
18. credit
19. current awareness of competitive situations
20. dairy business
21. equipment
22. experience, general, driving
23. federal insurance laws
24. field knowledge
25. handling of merchandise - rotating stock
26. how to buy
27. how to prepare and put out attradtive dishes
28. job knowledge (food preparation)
29. job knowledge - how to handle stock
30. keeping abreast of product knowledge and trends
31. know city government and bigger business (key personnel in our line of work)
32. know how to organize the work load
33. know how to order the right quantity and kind of products
34. know the town and climate
35. know your product
36. knowledge of banking
37. knowledge of business
38. knowledge of credit
39. knowledge of data processing
40. knowledge of equipment involved
41. knowledge of Federal laws and regulations
42. knowledge of fitting shoes and buying shoes
43. knowledge of insurance
44. knowledge of insurance business
45. knowledge of job
46. knowledge of local trends
47. knowledge of mechanics
48. knowledge of records of business
49. knowledge of seasonal fluctuations
50. knowledge of shoes (fashions)

(continued from previous page)

51. knowledge of tariffs
52. local and federal regulations
53. lumber economics
54. make right move as against one that would lose
55. making presentation to clients
56. money and banking operation
57. operations of business itself
58. preparing product
59. presenting product to customers appealingly
60. price setting for a profit
61. pricing
62. product knowledge
63. product knowledge (know your business)
64. product knowledge - knowing geographic and population figures for Wash. cities
65. product knowledge (how the business operates)
66. product knowledge (motor frieght industry)
67. promotion
68. putting out good merchandise
69. salesmanship
70. style change (shoe store)
71. technical and product knowledge
72. tires in general
73. thorough knowledge of all-over business
74. when to ask to buy

Communications

1. ability to write letters
2. able to express oneself
3. communication
4. communication skill
5. knowledge of use of telephone
6. letter writing
7. oral and written communication
8. penmanship
9. prepared talks
10. read and understand
11. spelling
12. telephone techniques
13. use of telephone
14. write

Business Organization, Procedure, and Management

1. awareness of what's going on in organization (coordinator)
2. coordinating
3. general knowledge of business
4. management

(continued from previous page)

5. office activities, too
6. organizing
7. organization
8. organizational ability
9. planning

Mathematics

1. arithmetic
2. arithmetic - basic
3. basic and business math
4. books - mathematics
5. good mathematician - percentages
6. handling cash
7. making change
8. math (tonage)
9. mathematics
10. use of business arithmetic

Personal Characteristics (excluding human relations)

1. ability to make accurate decisions quickly
2. ability to organize work load
3. able to deal with different problems
4. common sense
5. concentration
6. decision making capability
7. dependability in work performance
8. fairness
9. firm
10. friendly
11. patience
12. problem solving
13. retention
14. recall (power of)
15. sincerity

Marketing

1. advertising
2. broad knowledge of promotion
3. display
4. inventory control
5. knowledge of advertising
6. knowledge of merchandising
7. marketing
8. merchandising
9. retailing in general
10. stock control
11. stockkeeping
12. transportation

(continued from previous page)

Machines of Business

1. adding machine
2. data processing
3. knowledge of adding machine
4. knowledge of business machines
5. knowledge of calculator
6. knowledge of cash register
7. secretarial training - typing
8. typewriter
9. typing

Bookkeeping and Accounting

Selling and Salesmanship

1. broad knowledge of salesmanship
2. marketing - selling (research)
3. sales and business management

Miscellaneous

1. ability to determine a profit
2. business law
3. general knowledge (little about everything)
4. knowledge of business ethics

Economics

1. economics
2. economics of business locations
3. forecasting
4. knowledge of economics

Blank Answer

Business and Financial Records

General Education

Table 49

WHEN YOU SCREEN PERSONNEL APPLICANTS FOR NON-SUPERVISORY JOBS IN MARKETING AND DISTRIBUTION, WHAT PERSONAL CHARACTERISTICS, INCLUDING THOSE WE HAVE JUST DISCUSSED OR OTHERS, DO YOU CONSIDER MOST IMPORTANT?

(Employers Concerning Non-Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Other Personal Characteristics	1	89	42%
Appearance	1	89	42
Human Relations	3	86	40
Motivation or Caring About Job	4	75	35
Honesty	5	60	28
Job or Product Knowledge	6	42	20
Mental Ability	7	31	15
Work Habits and Work Behavior	8	24	11
Miscellaneous	9	17	8
Health and Strength	10	11	5
Ability to Communicate	11	9	4
Temperament	12	8	3
Manners	12	8	3
Leadership	14	1	.5
Blank	14	1	.5

Note:

Standard error of the percentage has been computed for each item. Other Personal Characteristics, the highest item, is correct ± 7% at the 95% confidence level. The error declines until the lowest item, Blank, is correct ± 1% at the 95% confidence level.

* Size of sample -- 213

Table 49 (continued)

WHEN YOU SCREEN PERSONNEL APPLICANTS FOR NON-SUPERVISORY JOBS IN MARKETING AND DISTRIBUTION, WHAT PERSONAL CHARACTERISTICS, INCLUDING THOSE WE HAVE JUST DISCUSSED OR OTHERS, DO YOU CONSIDER MOST IMPORTANT?

(Employers Concerning Non-Supervisors)

Other Personal Characteristics

1. ability, general
2. ability to manage their money
3. ability to manage their own time
4. ability when interviewed
5. aggressiveness
6. attitude
7. attitude - customer and manager
8. attitude - toward job and management
9. basic attitude
10. dependable
11. dependability
12. dependability - responsibility
13. friendly smile
14. initiative
15. knowing one's qualifications
16. maturity toward life
17. naturalness - not put on
18. optimism
19. personal characteristics
20. positive attitude
21. positive mental attitude
22. public posture
23. reliance
24. self-confidence
25. sincere
26. sincerity
27. sincerity in interest in customers welfare
28. sincerity of rendering service
29. smile
30. strong traits of self-management
31. sunny outlook on life
32. tolerance
33. well-balanced emotionally
34. willing to accept changes in policy

Appearance

1. appearance
2. appearance - neatness (personal)
3. clean
4. cleanliness
5. dress
6. general appearance

(continued from previous page)

7. general appearance - cleanliness
8. good grooming
9. neatness
10. personal appearance
11. proper attire
12. servers - look for cleanliness

Human Relations

1. a welcome other than a handshake
2. ability to deal with people
3. ability to leave the impression he is easy to get along with
4. ability to react to angry customers in proper fashion
5. ability to sell oneself
6. ability to get along with others
7. affability
8. an extrovert
9. approach to people - mannerisms
10. attitude - personal relationships
11. being able to talk with people
12. congenial
13. congenial with customers
14. cooperation
15. customer relations
16. diplomacy
17. diplomatic relations
18. empathy
19. friendliness
20. getting along with people
21. good natured
22. have to like people
23. how they get along with customers
24. human relations
25. intelligent in customer relations
26. must have empathy with people
27. outgoing - interest in people
28. outward
29. personality
30. personality - fit in with co-workers
31. personality - friendly, out going
32. personality, general - getting along
33. personality, good
34. personality, meet people
35. personality - pleasing
36. personality - soothing, pleasant, ability to talk with people
37. personality to work with farm groups
38. personality traits: outgoing person who can communicate well and has a pleasant attitude and one who "likes people"

(continued from previous page)

39. personality - outwardness, extrovert
40. pleasant and regularly
41. pleasant personality - must like people and understand other fellows viewpoint
42. public relations
43. sales personality
44. sympathetic and understanding
45. sympathy toward people
46. tact
47. tactfulness
48. talk to public and meet them
49. understanding people
50. winner type personality
51. work with others

Motivation or Caring About Job

1. ability to apply effort
2. ability to stay with the job
3. ambition
4. aggressiveness
5. attitude of wanting to work hard
6. definite interest
7. desire
8. desire to progress
9. desire to work
10. determination
11. drive
12. drive - enjoy selling
13. eagerness to learn
14. ego drive to excel
15. enthusiasm
16. enthusiasm and ambition
17. enthusiasm, natural
18. enthusiasm - interest in job
19. enthusiastic
20. extra work with proper attitude
21. feel job is important
22. goal oriented - know what they want
23. have to like product
24. individual's interest in type of work
25. interest in working in this particular operation
26. interested in advancement with company
27. job permanence
28. job stability
29. know what he or she wants
30. liking job
31. love of job
32. motivation
33. open mindedness as to hours and responsibilities
34. other help

(continued from previous page)

35. personal attitude: desire to better themselves, aggressiveness, desire to improve
36. pride in doing a good job
37. pride in work
38. sacrifice
39. selfishness as far as doing a good job
40. sincerity as far as doing a good job
41. stability
42. willing to want to work
43. willing to do good customer service
44. willingness to learn
45. willing to do the little something extra
46. willing to take over job assigned
47. willingness to work extra
48. stick-to-itiveness

Honesty

1. character (honesty, etc.)
2. honesty
3. honesty in answering problems
4. honesty is particularly important because it is a small town
5. integrity
6. integrity - toward themselves and customers
7. truthfulness and honesty

Job or Product Knowledge (skills or experience)

1. adaptability
2. apparent mechanical ability
3. ability
4. ability for work type
5. ability on the job - knowledge
6. ability to apply knowledge
7. ability to do work properly
8. ability to deal with this type of cutomers (funeral home)
9. ability - to go ahead and do things
10. ability to know customers needs
11. ability to understand problem of client
12. apparent mechanical ability
13. apply knowledge
14. be able to grasp situation - to size it up
15. be able to shift from activity to activity
16. change making
17. cashier training
18. clerical aptitude to properly check freight
19. cooks - product knowledge
20. experience
21. good with hands
22. know people and product

(continued from previous page)

23. knowledge of the field
24. knowledge to provide solution
25. leave impression they know what their job will be
26. math (basic)
27. music experience
28. performance in other sales areas
29. previous experience
30. productivity
31. sales understanding
32. salesmanship
33. selling experience

Mental Ability

1. ability to learn
2. ability to take instruction
3. ability to think and learn (thinking capabilities)
4. ability to use judgment
5. alertness
6. being able to think on feet
7. creative ability
8. general intelligence
9. imagination
10. insight and ability to create
11. learn on their own
12. logic in relation to customer
13. mental ability (to do arithmetic)
14. mental alertness
15. obvious intelligence
16. quick thinking
17. reasoning
18. reasoning - common sense
19. reasoning logically
20. recall names of customers

Work Habits and Work Behavior

1. acceptance of responsibility
2. accuracy
3. attendance
4. internal organisation of company
5. loyalty
6. not a public business so girls must be able to give extra service to customer
7. promptness
8. responsibility
9. responsibility - toward job itself
10. safety consciousness - attitude
11. willingness to do routine work

(continued from previous page)

Miscellaneous

1. ability to live with commission rates
2. ability when interviewed
3. age
4. age (lower level difficult - 30 years and up)
5. change making
6. character
7. character reference
8. customer service
9. family life - happy home
10. general citizenship
11. how well known
12. marital status
13. math (basic)
14. man who is head of a family
15. music experience
16. non-smoker
17. personal habit
18. recommendations
19. spelling
20. way individual applys for the work

Health and Strength

1. build
2. good health record
3. good physical condition (good all around)
4. healthy
5. physical fitness
6. physical health
7. physical size
8. physical strength
9. physical strength and ability
10. size of stature
11. stamina
12. vitality

Ability to Communicate

1. ability to give information
2. ability to speak (converse)
3. diction
4. legible handwriting
5. spelling
6. speech
7. use of good English

(continued from previous page)

Temperament

1. cheerful
2. constructive criticism
3. even temperament
4. relaxed
5. relaxed (ability to present themselves)
6. sense of humor

Manners

1. courteous
2. courteous - well mannered
3. manners

Leadership

1. responsibility
2. self-motivating

Blank

Table 50

WHAT PERSONAL CHARACTERISTICS, INCLUDING THOSE WE HAVE JUST DISCUSSED OR OTHERS, DO YOU CONSIDER MOST IMPORTANT IN YOUR JOB?

(Questionnaire to Non-Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Human Relations	1	119	56%
Other Personal Characteristics	2	82	39
Honesty	3	58	27
Appearance	4	49	23
Work Habits and Work Behavior	5	44	21
Motivation or Caring About Job	6	33	16
Job or Product Knowledge	7	29	14
Mental Ability	8	26	12
Temperament	9	18	9
Manners	10	16	8
Miscellaneous	11	9	4
Health and Strength	12	7	3
Leadership	13	4	2
Ability to Communicate	14	3	1
Blank	15	1	.5%

Note:

Standard error of the percentage has been computed for each item. Human Relations, the highest item, is correct ± 7% at the 95% confidence level. The error declines until the lowest, blank, is correct ± 1% at the 95% confidence level.

* Size of sample -- 211

Table 50 (continued)

WHAT PERSONAL CHARACTERISTICS, INCLUDING THOSE WE HAVE JUST DISCUSSED OR OTHERS, DO YOU CONSIDER MOST IMPORTANT IN YOUR JOB?

(Questionnaire to Non-Supervisors)

Human Relations

1. ability to deal with people
2. ability to get people to have confidence in salesman
3. ability to greet people
4. ability to meet and get along with people
5. ability to react to and meet people and gain their confidence in the shortest period of time
6. ability to see other fellow point of view
7. attitude toward customer
8. be able to speak with people
9. be able to talk with people about their interests
10. being able to talk with all kinds of people
11. being able to cope with customers
12. being able to explain ideas without antagonizing the other person
13. being able to get along with employees
14. being able to get along with other people
15. being able to get along with otners
16. being able to sell self
17. being able to size up people quickly to tell what they will demand
18. cooperation
19. cooperation, good (employee - owner)
20. cooperative
21. congeniality
22. congenial
23. congenial but firm
24. customer relations
25. customer relations - dealing with their problems (parts, etc.)
26. friendliness - getting along with the customers
27. friendliness - to customer
28. friendly
29. friendly and sincere with your customer
30. friendly but firm
31. get along with people
32. getting along well
33. getting along with customers and employees
34. getting along with fellow worker
35. getting along with fellow workers
36. getting along with mechanics
37. getting along with people
38. good attitude toward customers
39. greeting people

(continued from previous page)

40. helpful, being
41. helpfulness
42. knowing people and having a lot of friends
43. knowledge of customers (relationships)
44. meet public
45. people knowing when to talk and keep mouth shut
46. personable
47. personal relations
48. personality
49. personality - like people
50. personality - outgoing
51. personality - smile, pleasing, friendly greeting
52. pleasant manner
53. pleasantness (polite and friendly with customer)
54. pleasing personality
55. put yourself in customer's position
56. real interest in people
57. respect for people
58. sincerely friendly
59. tactful
60. tactfulness
61. try and see what customer wants and needs
62. understanding people
63. want to do something for people
64. willing to consider other persons thinking
65. willing to do what customer wants

Other Personal Characteristics

1. common sense
2. confident in self
3. dependability
4. good humor
5. good sense of humor
6. hand shake
7. initiative
8. initiative - trying to implement new ideas
9. not getting discouraged
10. open minded
11. personality
12. positive attitude
13. positive mental attitude
14. reliability
15. self-confidence
16. self-discipline
17. self-organization
18. sincerity
19. smile
20. smile and satisfy
21. willing to accept changes in policy

(continued from previous page)

Honesty

1. honest
2. honesty
3. honesty with public
4. honesty tempered with realism
5. moral, ethical business preparation
6. personal ethics
7. trustworthy

Appearance

1. appearance
2. appearance with the public
3. cleanliness
4. grooming
5. neat appearance
6. neatness
7. personal appearance
8. physical appearance
9. well groomed

Work Habits and Work Behavior

1. ability to be accurate in work
2. ability to follow through and finish the job
3. ability to be responsible
4. ability to work without supervision
5. accuracy
6. application to the job
7. attention to details
8. carrying out assignments
9. detail work
10. exactness
11. fast but complete work
12. "flexibility" but be able to come back and finish all jobs started
13. keeping confidences
14. loyalty
15. loyalty - loyal to men and company
16. promptness
17. punctuality
18. responsible
19. responsibility
20. routine work (ability to do)
21. safety minded
22. willingness to assume responsibility
23. willing to do a variety of things
24. willingness to do routine jobs
25. willingness to do routine work
26. willingness to do "small"tasks
27. willingness to take orders

(continued from previous page)

Motivation or Caring About Job

1. attitude toward work and product
2. caring about job (interest in)
3. determination
4. enthusiasm
5. enthusiasm (interest in your work)
6. enthusiastic and ambitious
7. goal in life
8. goal in life and career
9. happy in work
10. have to want kind of work
11. initiative and application to the job
12. interest in finding reasons not just mechanics of job
13. learning (willing to exceed)
14. personal drive
15. personal drive - seeing your way there
16. pride in work
17. pride of accomplishment
18. satisfaction in achievement
19. trying hard as you can
20. wanting to get ahead in your job
21. willing to do more than is required
22. willing to do your share
23. willing to work
24. willingness to see what needs to be done
25. willingness to do extra
26. willingness to do extra assignments

Job or Product Knowledge (skill or experience)

1. ability to determine the customers requests
2. ability in doing things right
3. ability to apply knowledge
4. ability to improvise on job
5. **ability to perform**
6. ability to satisfy the customers
7. ability to start and complete a job
8. ability to understand job and do work well
9. adaptable and alert
10. adaptability
11. adaptable
12. being able to see what needs doing
13. efficiency
14. knowledge
15. knowledge of inventory
16. knowledge, make use of
17. knowledge of product
18. manner in which company and product are presented
19. mechanics - related to parts details
20. productivity

(continued from previous page)

21. regulations
22. serving the customer properly
23. understanding customer problems
24. understanding problems
25. understanding things

Mental Ability

1. ability to follow instructions
2. ability to improvise on the job
3. ability to learn
4. ability to learn rapidly
5. being told once and remembering (grasping and understanding situations)
6. creativity
7. decision making ability
8. good memory
9. imagination
10. intelligence
11. quick to catch on
12. quickness
13. quickness at decision making
14. quickness to grasp meaning
15. reasoning logically
16. solving problems
17. think quickly

Temperament

1. ability to accept constructive criticism
2. ability to take criticism
3. being a good mood
4. cheerful
5. cheerfulness
6. constructive criticism (public always right)
7. even temperament
8. good natured
9. keep it (temper) at all times (cool it)
10. patience
11. temperament
12. willingness to take instructions

Manners

1. courtesy
2. manners
3. politeness
4. well-mannered person

(continued from previous page)

Miscellaneous

1. arithmetic
2. basic math
3. behavior in community (partake in community activities)
4. being able to read
5. broad education
6. change in personality
7. constructive
8. coordination
9. personal management
10. math (business arithmetic)
11. speech

Health and Strength

1. healthy
2. physical health
3. physical strength
4. stamina
5. stamina physical
6. strength

Leadership

1. acceptance of responsibility
2. willingness to assume responsibility

Ability to Communicate

1. speech

Blank

Table 51

WHEN YOU PROMOTE OR HIRE PEOPLE INTO SUPERVISORY POSITIONS IN MARKETING AND DISTRIBUTION, WHAT PERSONAL CHARACTERISTICS, INCLUDING THOSE WE HAVE JUST DISCUSSED OR OTHERS, DO YOU CONSIDER MOST IMPORTANT?

(Employers Concerning Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Other personal characteristics	1	52	38%
Motivation or caring about job	2	39	29
Human Relations	2	39	29
Job or Product Knowledge	4	37	27
Leadership	5	35	26
Honesty	6	34	25
Appearance	7	26	19
Work Habits and Work Behavior	8	22	16
Mental Ability	9	19	14
Ability to Communicate	10	10	7
Temperament	11	8	6
Health and Strength	12	5	4
Miscellaneous	13	3	2
Manners	14	2	1
Blank	15	2	1

Note:

Standard error of the percentage has been computed for each item. Other personal characteristics, the highest item, is correct ±8% at the 95% confidence level. The error declines until the lowest item, balnk, is correct ±2% at the 95% confidence level.

* Size of sample -- 136

Table 51 (continued)

WHEN YOU PROMOTE OR HIRE PEOPLE INTO SUPERVISORY POSITIONS IN MARKETING AND DISTRIBUTION, WHAT PERSONAL CHARACTERISTICS, INCLUDING THOSE WE HAVE JUST DISCUSSED OR OTHERS, DO YOU CONSIDER MOST IMPORTANT?

(Employers Concerning Supervisors)

Other Personal Characteristics

1. ability to change
2. ability to withstand pressure
3. aggressive
4. attitude
5. attitude, strong positive
6. attitude, positive
7. dependable
8. flexibility
9. independent thinking
10. initiative
11. maturity - personality sense (not age)
12. non-offensive language and personal habits
13. not compromise his position by use of alcholic beverages
14. personality
15. personality good
16. personality (positive)
17. personality to fit position
18. professionalism
19. reliable - to follow thru on work
20. sincerity
21. strong traits of self-management skills
22. sturdy person - personal life is all right

Motivation or Caring About Job

1. aggressive
2. ambition to learn and advance
3. dedication
4. desire
5. desire for growth
6. desire for personal achievements
7. determination
8. drive for personal achievements
9. eagerness to perform better than competitor
10. enthusiasm
11. esprit de corp
12. goal in life
13. how far could he go with the company
14. one's goal in life
15. pride and interest in business
16. self-starters
17. should think of job before leisure
18. stability, job
19. wanting to please or doing the job right

(continued from previous page)

20. willingness
21. willingness to carry out company policy
22. willingness to do extra work
23. willingness to take advantage of his opportunities
24. willingness to try new job
25. willingness to work
26. willingness to work and learn

Human Relations

1. ability to deal with people
2. attitude toward fellow workers
3. cooperative
4. employee and customer relations
5. friendliness
6. good mixer
7. personality, outgoing
8. personality, pleasing sociable
9. public relations
10. sincere interest in welfare of fellow employers
11. strict in relations with employers
12. tactfulness
13. understanding
14. willingness to help other agents

Job or Product Knowledge (skills or experience)

1. ability
2. ability, personal
3. ability to apply knowledge
4. ability to complete work
5. ability to grasp any situation and take care of any problem that arises
6. ability to handle routine problems
7. ability to handle the job
8. ability to perform
9. ability to see problems
10. ability to adapt
11. adaptability
12. adapt to job
13. being successful in what they have been doing
14. capability
15. doing job right
16. experience
17. flexibility
18. knowledge
19. knowledge of the business
20. knowledge of own jobs and other peoples
21. knowledge of work they're doing
22. study and know the customer
23. technical skill

(continued from previous page)

24. technical farm (product) knowledge
25. technical product knowledge

Leadership

1. ability to get others to perform
2. ability to give as well as take orders
3. ability to instill desire and responsibility in their employees
4. ability to organize
5. ability, organizational
6. ability to motivate
7. ability to supervise
8. authoritative posture
9. being able to handle people (especially employees)
10. employee contact (a willing crew)
11. get employees to work hard (understanding people)
12. to lead
13. leadership
14. not passing buck
15. organizing work
16. responsibility
17. responsibility, assume
18. responsibility, desire to take
19. responsibility, willingness to accept - stick it out
20. responsibility, willingness to assume

Honesty

1. character
2. forthrightness
3. honesty
4. integrity
5. trustworthiness

Appearance

1. appearance
2. bearing
3. cleanliness
4. first impression, important
5. neatness

Work Habits and Work Behavior

1. ability to work hard
2. accuracy
3. attention to details
4. attitude toward the company
5. loyalty
6. obedience
7. willingness to handle minor details of job

(continued from previous page)

Mental Ability

1. ability to use judgment
2. average intelligence
3. creative
4. creativeness
5. general level of intelligence

Ability to Communicate

1. ability to express themselves well - communicate
2. ability to transfer training - not an individualist
3. attention and listening
4. communication - oral or written
5. oral communication

Temperament

1. ability to take direction
2. constructive criticism, ability to take
3. constructive criticism
4. even tempered
5. keep temper
6. patience

Health and Strength

1. health
2. physical stamina
3. stamina

Miscellaneous

1. affiliation with churches
2. buying home
3. credit
4. happy home
5. hobbies
6. outside income
7. problems
8. sports interests

Manners

Blank

Table 52

WHAT PERSONAL CHARACTERISTICS, INCLUDING THOSE WE HAVE JUST DISCUSSED OR OTHERS, DO YOU CONSIDER MOST IMPORTANT IN YOUR JOB?

(Questionnaire to Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Human Relations	1	58	42%
Other Personal Characteristics	2	48	35
Honesty	3	43	31
Motivation or caring about job	4	33	24
Leadership	5	28	20
Job or Product Knowledge	5	28	20
Work Habits and Work Behavior	7	27	20
Appearance	8	17	12
Temperament	9	16	12
Manners	10	11	8
Mental Ability	11	9	7
Ability to Communicate	12	6	4
Health and Strength	13	4	3
Miscellaneous	14	2	1
Blank	15	2	1

Note:

Standard error of the percentage has been computed for each item. Human Relations, the highest item, is correct ± 8% at the 95% confidence level. The error declines until the lowest item, Blank, is correct ± 2% at the 95% confidence level.

* Size of sample -- 138

Table 52 (continued)

WHAT PERSONAL CHARACTERISTICS, INCLUDING THOSE WE HAVE JUST DISCUSSED OR OTHERS, DO YOU CONSIDER MOST IMPORTANT IN YOUR JOB?

(Questionnaire to Supervisors)

Human Relations

1. ability to create good public relations image
2. ability to deal with public
3. ability to get along with help
4. ability to get along with employees and customers
5. ability to talk to any person without being backward
6. ability to work with people
7. being abile to get along with others
8. being able to get with and understand public
9. congeniality
10. cooperative
11. customer and employee relations
12. customer relations
13. deal with people
14. determine attitudes of customers
15. doing the job that the customer would like to have done
16. equality treating people fairly
17. friendliness
18. get along with customers
19. get along with sales girls
20. good attitude toward customer
21. handling people
22. making your customer feel that you're sincere
23. meeting people
24. personality - ability to meet and understand people
25. pleasing personality
26. personality (with public)
27. pleasant
28. public relations minded
29. sincerity - between you and men
30. sincere desire to see others succeed
31. tact
32. tactful
33. tactfulness
34. tactful with customers
35. thoughtful of people
36. understanding
37. understanding needs and viewpoints
38. understanding people
39. willingness to understand

Other Personal Characteristics

1. dependable
2. don't be self-conscious about work clothes
3. foresight

(continued from previous page)

4. honesty
5. initiative
6. initiative to meet public
7. integrity
8. orderliness
9. positive attitude
10. self-confidence
11. sincere
12. smile
13. spontaneous responses
14. stamina
15. unselfishness

Honesty

1. honesty
2. integrity

Motivation or Caring About Job

1. above and beyond required work
2. aggressive
3. ambition
4. apply yourself to the job
5. dedication - to the purpose of the job
6. desire
7. desire to do best
8. determination
9. doing a good job to the best of your ability
10. doing my job without regard to time - to do the job
11. enthusiasm
12. give 100% to employer
13. good attitude toward work
14. industriousness
15. knowing one's goal
16. perserverance
17. pride in work
18. purpose
19. self-motivation
20. tenaciousness (keep plugging away)
21. willingness to do extra assignments
22. willingness to do something extra
23. willingness to do what is necessary to accomplish your goal
24. work harder when called upon

Leadership

1. ability to aid employees
2. ability to get what you want out of your people
3. ability to give orders to girls
4. aiding others
5. being able to teach others

(continued from previous page)

6. being consistent in what you do and in your instructions
7. being honest with employees
8. command respect
9. consistency
10. equality treating people fairly
11. get the people who work under you to work well
12. handle men
13. honest relationship between you and the men
14. knowing the people under you and gaining their confidence
15. leadership
16. leadership (train employees)
17. loyalty to employees
18. set example of employee
19. sincere desire to see others (strains and other agents) succeed
20. understanding what motivates people
21. willingness to provide for and motivate employees

Job or Product Knowledge, Skill or Experience

1. ability to aid customers
2. ability to come through with the goods
3. ability to make decisions from knowledge extracted from employees
4. ability to size up the situation
5. ability to see problems and solve them
6. adaptability
7. being able to complete work required
8. correct decisions in absence of manager
9. handling customers
10. know what you're doing
11. knowledge of buying shoes
12. knowledge of fitting shoes
13. knowledge of job so that the employees will follow
14. knowledge of the work
15. sales ability

Work Habits and Work Behavior

1. ability to do routine work
2. ability to take orders from superior
3. acceptance of orders from supervisors
4. accuracy
5. creating any means of bettering company
6. details
7. doing a good job to the best of your ability
8. loyal
9. loyalty
10. regulations
11. safety

(continued from previous page)

12. separation of personal and business life
13. willingness to work on own

Appearance

1. appearance
2. cleanliness
3. neatness and appearance
4. neat and clean

Temperament

1. ability to take criticism and instructions
2. calm
3. control of temper
4. good disposition
5. patience
6. taking criticism
7. tolerance
8. willingness to accept things as they are
9. willingness to take advice

Manners

1. courtesy
2. manners (social graces) no gum
3. poise
4. politeness
5. politeness (courtesy)

Mental Ability

1. ability to learn
2. alertness
3. analytical ability
4. memory - good
5. quick thinking
6. reasoning logically
7. talent

Ability to Communicate

1. ability to coach and draw answers from employees (communicate)
2. ability to convey to your people what has to be done
3. ability to make self understood when leading people (leadership)
4. able to teach others these same things
5. explanation of detail
6. good speaking voice
7. pleasant voice

(continued from previous page)

Health and Strength
  1. good health
  2. stamina

Miscellaneous
  1. love of family
  2. no answer
  3. not losing transfers

Blank

Table 53

WHAT SUBJECTS OR SUBJECT AREAS THAT YOU STUDIED IN HIGH SCHOOL OR COLLEGE HAVE PROVED TO BE THE MOST USEFUL TO YOU IN YOUR PRESENT JOB?

(Questionnaire to Non-Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Mathematics or Arithmetic	1	105	50%
Basic English	2	66	31
Job or Product Knowledge	3	57	27
Miscellaneous	4	37	18
Bookkeeping and Accounting	5	29	14
Oral Communications	6	19	9
No Answer	7	15	7
Human Relations	8	13	6
Psychology	9	12	6
Spelling	9	12	6
Written Communications	11	11	5
Business Organization, Procedure, and Management	11	11	5
Economics	11	11	5
Reading	14	3	1
Communications (general)	14	3	1
Salesmanship and Selling	16	2	1
Business and Financial Records	17	1	.4%

Note:

Standard error of the percentage has been computed for each item. Basic Math or Arithmetic, the highest item is correct ±7% at the 95% confidence level. The error declines until the lowest item, Business and Financial Records, is correct ±1% at the 95% confidence level.

* Size of sample -- 211

Table 53 (continued)

WHAT SUBJECTS OR SUBJECT AREAS THAT YOU STUDIED IN HIGH SCHOOL OR COLLEGE HAVE PROVED TO BE THE MOST USEFUL TO YOU IN YOUR PRESENT JOB?

(Questionnaire to Non-Supervisors)

Mathematics and Arithmetic

1. arithmetic (math)
2. electronics math
3. geometry
4. math
5. mathematics (elementary)
6. higher mathematics (makes you think and reason)

Basic English

1. English
2. English comprehension
3. English courses
4. language

Job or Product Knowledge (skills or experience)

1. agriculture (customers are farmers)
2. anatomy
3. auto shop
4. construction
5. electrical training
6. electronics
7. engineering
8. distributive education
9. drafting
10. general art
11. health education
12. home management (home product studies)
13. library
14. machine design
15. mechanical drawing (lettering)
16. metal shop
17. motion and time study
18. music in general
19. office machines
20. physics
21. retailing
22. science - technical aspects of products
23. secretary classes
24. secretarial courses
25. sewing
26. shop-mechanical aptitude classes
27. shorthand
28. some engineering skills

(continued from previous page)

29. steno
30. typing
31. wood shop

Miscellaneous

1. art
2. business law
3. civics
4. dramatics
5. English literature
6. general education
7. geography
8. history
9. logic
10. philosophy
11. physics
12. physical education
13. ROTC
14. senior problems (current events)
15. science (some limited areas)
16. science
17. vocational guidance

Bookkeeping and Accounting

1. accounting

Oral Communications

1. public speaking
2. public speaking (communicate)
3. speech

No Answer

1. blank
2. none - has degree in agriculture
3. none she could think of

Human Relations

1. how to get along with people
2. orientation to the public
3. personnel
4. sociology
5. social science

Psychology

1. psychology

Spelling

1. English - spelling

(continued from previous page)

Written Communications
1. journalism
2. penmanship
3. writing

Business Organization, Procedure, and Management
1. business appreciation
2. business courses
3. business education (administration)
4. business management
5. commercial
6. general commercial courses

Economics

Reading
1. reading

Communications (general)

Salesmanship and Selling
1. sales training institute
2. selling

Business and Financial Records

Table 54

WHAT SUBJECTS OR SUBJECT AREAS THAT YOU STUDIED IN HIGH SCHOOL OR COLLEGE HAVE PROVED TO BE THE MOST USEFUL TO YOU IN YOUR PRESENT JOB?

(Questionnaire to Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Mathematics or Arithmetic	1	69	50%
Basic English	2	47	34
Job or Product Knowledge	3	30	22
Miscellaneous	4	18	13
Oral Communication	5	15	11
Bookkeeping and Accounting	6	14	10
Psychology	6	14	10
Business, Organization, Procedures, and Management	6	14	10
Human Relations	9	11	8
No Answer	10	9	7
Written Communication	11	8	6
Economics	12	7	5
Reading	12	7	5
Salesmanship and Selling	14	6	4
Spelling	15	5	4
Communication (general)	16	2	1
Business and Financial Records	17	1	1

Note:

Standard error of the percentage has been computed for each item. Basic Math or Arithmetic, the highest item, is correct ±8% at the 95% confidence level. The error declines until the lowest item, Business and Financial Records, is correct ±1% at the 95% confidence level.

* Size of sample -- 138.

Table 54 (continued)

WHAT SUBJECTS OR SUBJECT AREAS THAT YOU STUDIED IN HIGH SCHOOL OR COLLEGE HAVE PROVED TO BE THE MOST USEFUL TO YOU IN YOUR PRESENT JOB?

(Questionnaire to Supervisors)

Mathematics and Arithmetic

1. algebra
2. arithmetic
3. commerical math (business courses)
4. math
5. math (basic)
6. math (business and basic)
7. mathematics
8. math - higher math
9. statistics

Basic English

1. English
2. English - grammar
3. language - grammar

Job or Product Knowledge (skill or experience)

1. advanced typing
2. agriculture
3. art courses (imagination and displays)
4. anatomy and physiology of livestock
5. art - product knowledge
6. auto shop
7. business courses - typing and machines
8. business machines (not including Data Processing equipment)
9. chemistry
10. home economics
11. insurance
12. law (business)
13. mechanics
14. money and banking
15. office training
16. physics
17. plant ecology
18. real estate courses
19. retailing (introduction)
20. secretarial type training - office practice
21. shorthand
22. technical drawing

(continued from previous page)

Miscellaneous
1. coaching classes
2. drama
3. history
4. independent study
5. literature
6. logic
7. manual arts
8. science

Oral Communications
1. public speaking
2. speech
3. speech (for confidence)
4. speech courses (English)

Bookkeeping and Accounting
1. accounting
2. bookkeeping
3. bookkeeping and office practice

Psychology
1. business psychology
2. psychology
3. psychology and sociology

Business Organization, Procedure, and Management
1. business administration
2. business education
3. business related subject
4. corporate finance
5. management
6. personal management

Human Relations
1. citizenship (social science)
2. education classes (work with others)
3. human relations in business
4. social sciences

No Answer
1. blank
2. I don't know any
3. no - none in particular
4. none really
5. none that I can't think of

(continued from previous page)

Written Communications
1. composition
2. English - composition
3. letter and report writing
4. letter writing
5. writing

Economics
1. economics
2. world economics

Reading
1. reading

Salesmanship and Selling
1. salesmanship
2. sales executive courses

Spelling
1. spelling

Communication (general)

Business and Financial Records

Table 55

ARE THERE ANY EXTRACURRICULAR ACTIVITIES WHICH YOU CONSIDER IMPORTANT OR VALUABLE FOR GOOD JOB PERFORMANCE BY YOUR NON-SUPERVISORY EMPLOYEES?

(Employers Concerning Non-Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
None or Don't Know	1	83	39%
Sports	2	52	24
Human Relations	3	37	17
Oral Communications	4	33	15
Technical Activities (job or product knowledge)	5	22	10
School Services and Activities	6	17	8
Civic Work	7	13	6
Miscellaneous	8	9	4
Written Communications	9	4	2

Note:

The standard error estimate has been computed for each entry. None or don't know, the highest entry, is correct ±7% at the 95% confidence level. The error declines until the lowest entry, Written Communications, is correct ± 2%.

* Size of sample -- 213

(Questionnaire to Non-Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
None or Don't Know	1	109	52%
Sports	2	42	20
Human Relations	3	32	15
School Services and Activities	4	18	9
Technical Activities (job or product knowledge)	5	17	8
Oral Communications	6	15	7
Written Communications	7	8	4
Miscellaneous	8	4	2
Civic Work	9	1	.4

Note:

The standard error estimate has been computed for each entry. None or Don't Know, the highest entry, is correct ±7% at the 95% confidence level. The error declines until the lowest entry, Civic Work, is correct ±1%.

* Size of sample -- 211

Table 55 (continued)

ARE THERE ANY EXTRACURRICULAR ACTIVITIES WHICH YOU CONSIDER IMPORTANT OR VALUABLE FOR GOOD JOB PERFORMANCE BY YOUR NON-SUPERVISORY EMPLOYEES.

(Employers Concerning Non-Supervisory Employees)

None or Don't Know

1. can't think of anything
2. didn't give answer
3. don't know
4. no
5. no, because most would not be available for work

Sports

1. athletics
2. athletics (alertness, develop the body)
3. bowling (women)
4. fishing
5. golf (men)
6. health building sports
7. hunting
8. know sports in general
9. local athletics
10. recreation - Banker's Life Insurance Co.
11. skiing (women)
12. softball (men and women)
13. sports
14. sports (team work)
15. sports (teach competition, fair play)

Human Relations

1. activities with personal contact, social groups
2. any dealings with people
3. any which develop interpersonal relationships
4. anything that exposes you to people
5. anything that makes people better
6. group activities
7. mixers, get along with people
8. participation in group activities
9. personal contact - activities
10. public, anything dealing with
11. public relations
12. social groups - help to develop personality
13. social organization
14. leadership items
    a. cheerleading
    b. leadership positions only
    c. school office

(continued from pervious page)

- d. school officer
- e. student administration
- f. student government
- g. student government broadens scope and personality

Oral Communications

1. any activity which develops communication - speech
2. debate
3. dramatics
4. public speaking
5. speech programs
6. speaking clubs
7. toastmasters

Technical Activities (job or product knowledge)

1. actively participate in activities involving products sold
2. arts - technical know-how
3. band
4. business clubs
5. cafe operations
6. channel 9 TV (art courses)
7. commercial organizations
8. display contests
9. display work for school projects
10. distributive education
11. dramatics
12. driver training
13. farming programs
14. fashion shows
15. ham radio operations
16. home economics promotions (wait on faculty)
17. housing
18. industry association work
19. music
20. orchestra
21. professional societies and associations
22. food preparation (school)
23. technical societies
24. work in school cafeteria

School Service and Activities

1. Boys' State
2. clubs
3. getting into clubs of various types
4. school activities

(continued from previous page)

Civic Work

1. community activities
2. community oriented
3. community projects and activities
4. Junior Chamber of Commerce
5. service organizations
6. specific and dedicated civic work

Miscellaneous

1. any extracurricular activities
2. anything that broadens scope of understanding
3. dramatics - music
4. churches
5. outside job
6. that they participate in extra-curricular activities is helpful but no particular one is important
7. volunteer fireman

Written Communications

1. journalism
2. school paper (reading)
3. writing for school paper

Table 55 (continued)

ARE THERE ANY EXTRA-CURRICULAR ACTIVITIES THAT YOU HAD IN HIGH SCHOOL OR COLLEGE WHICH HAVE PROVED USEFUL OR VALUABLE TO YOU IN YOUR PRESENT JOB?

(Non-Supervisory Employees)

None or Don't Know

1. blank
2. no
3. no - didn't complete high school
4. none
5. none in particular

Sports

1. anything physical that builds up stamina
2. athletics
3. athletics - makes one more competitive
4. baseball, basketball, football, fishing
5. bowling - any sporting activities
6. golf
7. physical education for physical stamina
8. physical conditioning
9. roller skating
10. sports
11. sport activities
12. sports (hunting and fishing)
13. swimming instructor

Human Relations

1. any activity that allows you to meet people
2. club activity (meeting people)
3. fraternity
4. group activities (confidence)
5. group planning
6. personal contact
7. leadership items
   a. Associated Student Body -- Government business manager
   b. Class Vice President
   c. high school senate
   d. instructing for National Rifle Association
   e. leader of discussion series
   f. leader of fund raising project
   g. leadership
   h. officer in fraternity
   i. song leader
   j. student council
   k. student government

(continued from previous page)

School Services and Activities

1. band and chorus
2. clubs - orthopedic
3. Demolay - Boys' Club
4. Distributive Education Club of America
5. fashion board
6. French Club
7. future nurses club
8. girls federation
9. Girls' Club
10. girls honorary (service and academic)
11. girls league
12. pep club
13. Rainbow Girls (club activities)
14. ROTC
15. school projects
16. Tri Hi-Y

Technical Activities (job or product knowledge)

1. driver's training
2. driving
3. Future Farmers of America
4. music
5. music clubs
6. office work at school
7. part-time work
8. radio station work or club
9. selling
10. trade shows (beauty)

Oral Communications

1. college debates
2. debate
3. drama
4. drama club
5. dramatics
6. public speaking
7. speech groups

Written Communications

1. school paper
2. writing

Miscellaneous

1. college atmosphere
2. music
3. visiting businesses

Civic Work

1. Junior Chamber of Commerce

Table 56

ARE THERE ANY EXTRACURRICULAR ACTIVITIES WHICH YOU CONSIDER IMPORTANT OR VALUABLE FOR GOOD JOB PERFORMANCE BY YOUR SUPERVISORS?

(Employers Concerning Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Human Relations	1	37	27%
None or Don't Know	1	37	27
Sports	3	29	21
Oral Communications	4	28	21
Miscellaneous	5	19	14
Civic Work	6	12	9
School Services and Activities	7	11	8
Technical Activities (job or product knowledge)	7	11	8
Written Communications	9	0	0

Note:

The standard error estimate has been computed for each entry. Human Relations, the highest entry, is correct ± 8% at the 95% confidence level. The error declines until the lowest entry, Written Communications, is correct ± 0%.

* Size of sample -- 136

(Questionnaire to Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
None or Don't Know	1	68	49%
Sports	2	34	24
Human Relations	3	18	13
Oral Communications	4	13	9
School Services and Activities	5	10	7
Technical Activities (job or product knowledge)	5	10	7
Miscellaneous	7	5	4
Civic Work	8	4	3
Written Communications	9	2	1

Note:

The standard error estimate has been computed for each entry. None or Don't Know, the highest entry, is correct ± 8% at the 95% confidence level. The error declines until the lowest entry, Written Communications, is correct ± 2%.

* Size of sample -- 138

Table 56 (continued)

ARE THERE ANY EXTRACURRICULAR ACTIVITIES WHICH YOU CONSIDER IMPORTANT OR VALUABLE FOR GOOD JOB PERFORMANCE BY YOUR SUPERVISORS?

(Employers Concerning Supervisors)

Human Relations

1. active in social activities
2. any social life
3. any that involve person-to-person relationships
4. any that involve relationships with people
5. any within public relations
6. entertainment of customers
7. extra-curricular activities offer a place where an individual exhibits initiative and a desire to get out among people
8. fraternities, improve social graces
9. group activities
10. group activities - getting along
11. human contact
12. public contact
13. public relations
14. social organization
15. yes - the more the better - better balanced personality
16. leadership items
    - a. campus politics
    - b. cheerleading
    - c. student administration (government)

None or Don't Know

1. blank
2. no
3. none in particular

Sports

1. activities in which they are leaders in sports
2. athletics
3. athletics (think and react quickly and get along with people)
4. golfing
5. keeping in good physical condition
6. recreation
7. sports
8. sports (bowling and baseball)

Oral Communications

1. debate
2. public speaking
3. public speaking (campus politics)
4. speech clubs

(continued from previous page)

5. toastmasters

Miscellaneous

1. activities in general
2. anything that contributes to poise and knowledge
3. anything that leads to personal development
4. business law
5. church
6. church activities
7. hobby - diversionary
8. kind of activity is not as important as the fact of having it
9. languages (foreign)
10. political activities
11. work way through college
12. yes - most

Civic Work

1. Chamber of Commerce
2. civic affair
3. community activities (after completing school)
4. community programs
5. participation in civic and service clubs
6. service organizations
7. social service
8. specific and dedicated civic activities

School Services and Activities

1. Boys' and Girls' Clubs
2. Mortar Board
3. service clubs
4. social service
5. societies

Technical Activities - (job or product knowledge)

1. activities concerned with products to be sold
2. art club
3. employees association
4. fashion boards
5. home economics activities
6. industry associations
7. interest in farming
8. on-the-job training
9. music background
10. participation in trade groups
11. photography
12. textiles
13. work in relationship with a school
14. work in school cafeteria

Written Communications

Table 56 (continued)

ARE THERE ANY EXTRA CURRICULAR ACTIVITIES THAT YOU HAD IN HIGH SCHOOL OR COLLEGE WHICH HAVE PROVED USEFUL OR VALUABLE TO YOU IN YOUR PRESENT JOB?

(Questionnaire to Supervisors)

None or Don't Know

1. blank
2. can't remember
3. none
4. none in particular
5. not really
6. they may have been a negative influence

Sports

1. athletics
2. basketball
3. football
4. golf
5. group sports
6. intramural
7. participation in athletics
8. physical education
9. physical training - sports

Human Relations

1. affiliation with fraternal groups
2. all social activities (help one meet people)
3. any that led to the ability to get along with others
4. fraternity
5. fraternity life
6. fraternal relations
7. group activities
8. social functions
9. social functions - high school dances. meeting people. learn to be at ease
10. leadership items
    a. campus politics
    b. class office
    c. club office
    d. club officership
    e. school offices give confidence in self
    f. student government

Oral Communications

1. debate
2. debating
3. drama
4. dramatic arts

(continued from previous page)

5. public speaking
6. speech
7. varsity debate

School Services and Activities

1. Alpha Kappa Psi (professional business society)
2. Demolay
3. men's clubs
4. participating in clubs
5. Pep Squad

Technical Activities - (job or product knowledge)

1. advertising in school newspaper
2. dance band
3. farming association
4. on-the-job schooling on automobiles (work and school)
5. mechanics
6. photography

Miscellaneous

1. all extracurricular activities
2. business math
3. reading
4. shorthand

Civic Work

1. civic work
2. committee member
3. service activities
4. service clubs
5. member of different boards

Written Communications

1. class paper
2. journalism

√

Table 57

WHEN YOU SCREEN APPLICANTS FOR NON-SUPERVISORY JOBS IN MARKETING AND DISTRIBUTION, WHAT ARE THE PRINCIPAL WEAKNESSES YOU FIND IN THESE PEOPLE?

(Employers Concerning Non-Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Job or Product Knowledge	1	76	36%
Other Personal Characteristics	2	68	32
Appearance	3	52	24
Motivation, Interest, Caring About Job	4	45	21
Communications	5	36	17
Human Relations	6	33	15
Attitude Toward Job	7	25	12
General Education	8	22	10
Miscellaneous	9	18	8
Mathematics	10	16	8
Mental Ability	11	15	7
Sales	12	7	3
Adaptability	13	4	2
Blank	13	4	2
Business Organization, Procedure, and Management	15	2	1

Note:

The standard error estimate has been computed for each item. Job or Product Knowledge, the highest item, is correct to ± 6% at the 95% confidence level. The error declines until the lowest item, Business Organization, Procedure, and Management, is correct to ±1%.

* Size of sample -- 213

Table 57 (continued)

WHEN YOU SCREEN APPLICANTS FOR NON-SUPERVISORY JOBS IN MARKETING AND DISTRIBUTION, WHAT ARE THE PRINCIPAL WEAKNESSES YOU FIND IN THESE PEOPLE?

(Employers Concerning Non-Supervisors)

Job or Product Knowledge

1. college education does not provide work experience which really is more important
2. design (costume)
3. insurance
4. know something about automotive industry
5. knowledge of bowling
6. lack of ability
7. lack of ability to perform the jobs required
8. lack of accounting
9. lack of basic work experience
10. lack of experience in automotive business
11. lack of experience in selling (especially shoes)
12. lack of experience in the business (need training)
13. lack of knowledge
14. lack of knowledge of the variety of skills necessary
15. lack of lumber background
16. lack of marketing background
17. lack of music experience
18. lack of practical experience
19. lack of preparation as far as work
20. lack of previous job experience
21. lack of product knowledge
22. lack of product (fruit) knowledge
23. lack of related experience
24. lack of sales experience
25. lack of secretarial efficiencies
26. lack of skills in cleaning
27. lack of specialized education in banking
28. lack of specialized knowledge
29. lack of stenography experience
30. lack of typing
31. misconception of what real estate selling is (lack of product knowledge)
32. no experience
33. technical ability
34. technical knowledge of refining
35. technical skills lacking
36. they keep asking (what to do)
37. truck driving ability -- get used to moving loads of cattle
38. weaknesses in driving ability

(continued from previous page)

Other Personal Characteristics

1. ability to take orders
2. aggressiveness
3. attitude
4. attitude in general (brag about ability)
5. bad habits
6. carelessness
7. credit problems in relations to salaries
8. dependable
9. don't have a realistic outlook
10. don't pay enough attention to detail
11. drinking
12. find someone who can work by himself
13. habits
14. honesty
15. honesty (after the references come back)
16. immaturity
17. immaturity - silly - too young
18. indecisive attitude
19. lack of ability to accept responsibility for own success or failure
20. lack of aggressiveness
21. lack of confidence
22. lack of desirable personality
23. lack of finger dexterity
24. lack of initiative
25. lack of integrity
26. lack of measured aptitude for sales
27. lack of morality
28. lack of polish
29. lack of positive attitude
30. lack of self-assurance
31. lack of self-confidence
32. lack of self-management
33. lack of willingness to take a position even when they know it's right
34. manners
35. negative personality
36. not capable
37. not following instructions
38. not physically fit
39. not qualified physically
40. over ambitious
41. over bearing
42. over confident
43. people who can't bet better jobs for reasons like dishonesty and laziness
44. personal attitude

(continued from previous page)

45. personal problems
46. personality
47. personality traits
48. personalities, undesirable
49. physical condition
50. physical weakness (back injury)
51. real initiative
52. sales personality - extrovert type
53. self-organization
54. smoking
55. too independent
56. ureliability

Appearance

1. appearance
2. appearance (extremes)
3. appearance poor (no tie or coat)
4. countenance not pleasant
5. dress - appearance
6. excess make-up
7. not neat in appearnace when applying
8. over dress
9. poor appearance
10. stuffy appearance
11. too much make-up on women
12. wear wrong kind of clothes

Motivation, Interest, Caring About Job

1. attitude (enthusiasm for job)
2. desire to sell more
3. don't work on their own
4. don't want this kind of job
5. drifters
6. duration of past job
7. fresh people always scouting around
8. hesitancy to work required hours
9. lack of desire to be successful in life
10. lack of desire to do a good job
11. lack of drive
12. lack of drive to work night shifts
13. lack of goals
14. lack of imaginative drive
15. lack of initiative - ambition
16. lack of interest
17. lack of interest in job
18. lack of permanency in job desire
19. lack of pride in their vocation
20. lack of self-actualization

(continued from previous page)

21. lack of sincerity in wanting permanent job
22. little or no enthusiasm toward job
23. motivation
24. no desire to want to be better than average
25. no interest in practical
26. not being able to apply themselves into one specific area
27. not industrious
28. not interested in full-time work
29. people are not self-starters
30. politeness
31. poor motivation
32. short-term view prevails
33. stability of work history (many job switching)
34. transient help

Communications

1. ability to communicate
2. ability to speak
3. applicants seem negative in interview
4. approach in interview
5. English,manner of speech
6. English (oral in regard to sales)
7. first impression is weak
8. handwriting
9. inability to answer phone
10. inability to communicate
11. inability to express themselves
12. inability to write and spell - applicant forms are never completed
13. lack of ability to express themselves
14. lack of ability to read and understand instructions
15. lack of communication with customers and retelling it back to boss for follow-up
16. lack of good basic grammar
17. lack of penmanship
18. lack of salesmanship in the interview
19. lack of spelling ability
20. lack of the ability to converse
21. language
22. letter writing (proper business English)
23. neat, legible application forms
24. oral communications
25. poor approach
26. presentation
27. speech problems
28. spelling

(continued from previous page)

29. spelling ability
30. writing
31. writing and spelling weak

Human Relations

1. afraid to talk to people
2. cooperation
3. couldn't get along with big boss
4. customer relations are poor
5. dealings with public (competence)
6. empathy
7. inability to handle public
8. inability to make customers feel at ease
9. lack of art of conversation and diplomacy
10. lack of customer relations (friendliness)
11. lack of human relations
12. lack of knowledge of people
13. lack of qualifications to be salesman (meet public and get along)
14. manner of handling people
15. negative ability to meet people
16. personal relations with customers
17. personal weakness with public
18. public relations
19. tact

Attitude Toward Job

1. applicant's desire to be flexible
2. disloyal to company
3. don't know how to work
4. don't want to do work which is needed
5. few people know how to work and want to work
6. lack of responsibility
7. lack of willingness to start at bottom and learn
8. little or no understanding of what work means
9. mainly interested in pay check and nothing
10. money important -- job secondary
11. money rather than interest in the field
12. more interested in a check
13. more interested in initial salary than opportunity
14. no conception of what is expected of an employee
15. no knowledge of work (stamina)
16. non-dedication to the overall company effort
17. not wanting to put out full hours work for hour's pay
18. not willing to learn his work
19. not working hard enough
20. people more interested in fringe benefits than work
21. poor application

(continued from previous page)

22. reluctance to learn
23. responsibility toward job itself
24. sloppy work habits
25. unrealistic salary expectations
26. unwillingness to work

General Education

1. competence - poor education
2. education
3. educational background
4. general level of education
5. lack of basic knowledge
6. not academically prepared (grades are not high enough)

Miscellaneous

1. ability to manage company's money
2. age (too young)
3. aptitude test showing
4. caliber of individual in this industry (men's furnishings)
5. dependence on the union
6. doesn't follow usual hiring procedures - hires mostly friends he already knows
7. failure to understand
8. general obedience
9. generally unprepared to apply for job
10. labor shortage makes it necessary to take anyone who shows promise
11. lack of basic accounting
12. lack of financial backing (money in bank)
13. low quotient score
14. none
15. not young enough
16. personal problems (family)
17. poor personal life - divorcees are a poor job risk
18. under age (because of liquor)
19. union management of their job
20. uses only relatives
21. youth in girls

Mathematics

1. ability to make correct change
2. business arithmetic
3. lack of arithmetic skills
4. lack of mathematics
5. lack of simple arithmetic ability

(continued from previous page)

6. lack of simple business arithmetic
7. mathematics
8. no ability to do mental arithmetic
9. weakness in basic math

Mental Ability

1. alertness
2. common sense
3. lack of ability to think
4. lack of creativity
5. lack of judgment
6. lack of intelligence (logic and application)
7. lack of learning ability
8. lack of reasoning power
9. not capable of problem solving
10. not qualified mentally

Sales

1. lack of creative ability in sales field
2. lack of salesmanship in the interview
3. sales ability
4. sales sense
5. sales training

Adaptability

1. adaptability
2. lack of adaptability
3. lack of versatility

Blank

Business Organization, Procedure, and Management

1. lack of knowledge of business
2. no knowledge of business (B.A.)

Table 58

WHEN YOU SCREEN APPLICANTS OR EMPLOYEES FOR POSSIBLE HIRING OR PROMOTION INTO SUPERVISORY POSITIONS IN MARKETING AND DISTRIBUTION, WHAT ARE THE PRINCIPAL WEAKNESSES YOU FIND IN THESE PEOPLE?

(Employers Concerning Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Job or Product Knowledge	1	40	29%
Human Relations	2	34	25
Leadership	3	30	22
Other Personal Characteristics	4	26	19
Business Organization, Procedure, and Management	5	19	14
Unwilling to Accept Responsibility	6	17	13
Motivation, Interest Caring About Job	7	16	12
Communications	8	13	10
Attitude Toward Job	9	10	7
Miscellaneous	10	9	7
Mental Ability	11	8	6
Mathematics	11	8	6
Sales	13	7	5
Adaptability	14	6	4
Appearance	15	5	4
General Education	16	2	1
Blank	17	1	1

Note:

The standard error estimate has been computed for each item. Job or Product Knowledge, the highest item, is correct to ± 8% at the 95% confidence level. The error declines until the lowest item, Blank, is correct to ± 1%.

* Size of sample -- 136

Table 58 (continued)

WHEN YOU SCREEN APPLICANTS OR EMPLOYEES FOR POSSIBLE HIRING OR PROMOTION INTO SUPERVISORY POSITIONS IN MARKETING AND DISTRIBUTION, WHAT ARE THE PRINCIPAL WEAKNESSES YOU FIND IN THESE PEOPLE?

(Employers Concerning Supervisors)

Job or Product Knowledge

1. ability to understand hotel operations
2. adequate training
3. background
4. banking functions
5. difficulty in getting ability, coupled with experience
6. don't have ability to direct and control work that comes under their jurisdiction
7. experience in product area
8. inability
9. inability to perform functions
10. lack of ability
11. lack of ability to do a variety of jobs
12. lack of complete understanding of banking
13. lack of experience as supervisors
14. lack of experience in the field
15. lack of knowledge of products
16. lack of knowledge of work to be done
17. lack of specialized training
18. lack of technical and product knowledge
19. lack of understanding of responsibilities of position
20. lack of understanding of traffic rates and operational procedures
21. lack of work experience
22. managerial experience
23. merchandising
24. no experience in timber field
25. no knowledge of advertising
26. not capable of handling the job
27. past performance
28. product knowledge
29. shop skills
30. technical ability
31. training (product)

Human Relations

1. ability to get along with people
2. customer contact
3. customer relations
4. don't know how to meet people
5. human relations
6. lack of ability to get along with people

(continued from previous page)

7. lack of human relations ability
8. lack of industrial and labor relations
9. not able to look at things from other person's point of view
10. not enough interest in the other guy
11. personal relations
12. personality - ability to get along with employers and customers
13. personality clashes
14. public relations
15. training in customer contact

Leadership

1. ability to delegate responsibility
2. ability to handle other people
3. ability to manage people
4. ability to motivate people
5. ability to lead
6. can't make decisions
7. direct people in retail supervision
8. don't have the ability to direct and control people who come under their jurisdiction
9. handle people
10. handling people
11. inability to lead
12. lack of ability to control and direct people
13. lack of leadership
14. leadership ability
15. management of people
16. not giving enough time or thought to each individual's problems
17. not knowing the subordinates (each man has to be handled separately)
18. these people must be willing to devote their entire efforts to helping other agents
19. want to be part of the group
20. weakness in leadership

Other Personal Characteristics

1. drinking
2. lack of confidence
3. lack of confidence in their own opinion
4. lack of discipline (self)
5. lack of foresight
6. lack of initiative
7. lack of organization
8. loss of sense of value in own importance

(continued from previous page)

9. organization of time
10. over-confident
11. personality - in general
12. preparing personal planning

Business Organization, Procedure, and Management

1. ability to give proper priority to work
2. follow through
3. how to run a business profit-wise
4. lack of ability to promote
5. lack of awareness of authority and responsibility
6. lack of business knowledge
7. lack of complete knowledge of business
8. lack of general knowledge of office management
9. lack of planning
10. lack of projecting management ability
11. lack of proper follow through with their assignment
12. lack of understanding of management functions
13. management techniques
14. no knowledge of how they should promote people
15. not being able to look at whole job
16. no follow through (in whole job done, does the guy make sure everything is done)
17. planning
18. preparation for personal planning
19. short sightedness in longrun profit

Unwilling to Accept Responsibility

1. afraid of responsibility
2. can't accept responsibilities
3. inability to assume responsibility
4. lack of responsibility
5. lack of willingness to accept full responsibility
6. lack of willingness to assume responsibility
7. not willing to take responsibility
8. reluctance to assume responsibility
9. scared of management responsibility
10. unable to take responsibility

Motivation, Interest, Caring About Job

1. dependability in length of service
2. don't have the desire to direct and control people and the work that comes under their jurisdiction
3. don't like Saturday work
4. enthusiasm
5. inability to seek self-improvement
6. incentive
7. job jumpers

(continued from previous page)

8. lack of ambition
9. lack of drive
10. lack of interest
11. not willing to make necessary sacrifices
12. self-motivation
13. stability (lack of)
14. tendency for people to shift jobs too frequently
15. too great a concern with fringe benefits
16. unwillingness to learn

Communications

1. English
2. inability to listen and understand
3. inability to transfer training
4. lack of ability to carry on conversation
5. lack of ability to communicate
6. lack of ability to express themselves (especially when talking to customer)
7. oral communications skills
8. shortage of communications skills
9. skills, communication (especially written)
10. to communicate ideas to personnel
11. written communications

Attitude Toward Job

1. lack of loyalty
2. lack of willingness to break away from union membership
3. mental attitude
4. more interested in initial salary than future
5. poor attitude
6. unwillingness to work odd hours (supervisor job calls for this)
7. want to go to top to start with

Miscellaneous

1. age (youth)
2. lack of experience in taking pre-employment tests
3. no control - union
4. not professional enough
5. poor financial background

Mental Ability

1. general ability to think
2. inability to follow directions
3. inability to follow instructions
4. inability to think and create
5. judgment

(continued from previous page)

6. lack of ability to think
7. lack of foresight
8. lack of imagination

Mathematics

1. counting
2. math
3. math (basic)
4. mathematics
5. not being able to figure percentages

Sales

1. getting supervisor to think in terms of customer wants
2. lack of sales orientation
3. lack of ability to sell services of hotel
4. sales
5. sales management
6. sales tact
7. sales techniques
8. salesmanship on what's to be done

Adaptability

1. adaptability - changing their thinking from what they want to what customer wants
2. inability to adapt rapidly
3. inability to be flexible
4. lack of ability to change to needs of business
5. lack of ability to do more than one thing at a time
6. making a change to new procedures
7. mobility to follow instructions
8. too narrow minded

Appearance

1. appearance
2. lack of good appearance
3. sloppy appearance

General Education

1. lack of education

Blank

Table 59

WHAT ARE THE PERSONAL CHARACTERISTICS OR KNOWLEDGE IN WHICH YOU WISH YOU WERE STRONGER OR BETTER PREPARED IN ORDER TO BE MORE EFFECTIVE IN YOUR PRESENT JOB?

(Questionnaire to Non-Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Job or Product Knowledge	1	57	27%
Human Relations	2	46	22
Personal Characteristics (excluding human relations)	3	41	19
Mathematics	4	24	11
Oral Communications	4	24	11
Marketing	6	22	10
Sales and Selling	7	21	10
Bookkeeping and Accounting	8	18	9
Blank Answer	9	17	8
Written Communications	10	16	8
Communications (general)	11	15	7
Business Organization, Procedure, and Management	11	15	7
Miscellaneous	13	12	6
English	14	7	3
Economics	15	5	2
Machines of Business	16	4	2

Note:

The standard error estimate has been computed for each entry. Job or Product Knowledge, the highest entry, is correct ± 6% at the 95% confidence level. The error declines until the lowest entry, Machines of Business, is correct to ± 2%.

* Size of sample -- 211

Table 59 (continued)

WHAT ARE THE PERSONAL CHARACTERISTICS OR KNOWLEDGE IN WHICH YOU WISH YOU WERE STRONGER OR BETTER PREPARED IN ORDER TO BE MORE EFFECTIVE IN YOUR PRESENT JOB?

(Questionnaire to Non-Supervisors)

Job or Product Knowledge (skills or experience)

1. better preparation in the area of food knowledge and handling
2. chemistry
3. clerical work
4. credit
5. data processing
6. electrical knowledge
7. electronics
8. experience
9. exposure to experts in the field (graduate exposure)
10. faster shorthand
11. general knowledge of banking
12. general knowledge of the trucking industry
13. interviewing techniques
14. know why people buy insurance
15. knowledge of prices
16. knowledge of product
17. knowledge of trends
18. more general job knowledge
19. more effectiveness
20. more experience
21. more product knowledge
22. plumbing
23. preparation of college student to meet requirements of job situtation
24. pricing
25. shorthand
26. technical aspects
27. testing
28. wage and salaries
29. welding

Human Relations

1. ability to deal with superiors
2. applied psychology - want to understand people in order to work with them better
3. being able to converse with people alone and in groups (biggest drawback of her schooling)
4. better complete understanding of people
5. control of people better
6. diplomacy

(continued from previous page)

7. ease at which he meets people (easier to meet people)
8. how to handle people
9. human behavior
10. human relations
11. meeting people (mix)
12. more "keen" with customers (quicker to grasp)
13. more outgoing
14. personal relations
15. public relations
16. tactful
17. understanding other person
18. wish he could understand negroes better

Personal Characteristics (excluding human relations)

1. ability or courage to speak up at the right time
2. ability to organize
3. accuracy
4. aggressiveness
5. alertness
6. being aware of small mistakes
7. better ability to create first impression
8. better control of emotions or feelings (temper) around customers
9. budgeting time
10. confidence
11. congeniality
12. disposition
13. energy
14. general physical speed and accuracy
15. initiative
16. knowing how to work
17. lack of aggressive attitude
18. learn to be a little more aggressive all the time
19. maintaining composure
20. memory
21. more realistic
22. more self-confident
23. observant
24. patience
25. personal development
26. persuasiveness
27. receptivity to new ideas
28. remembering names
29. self-organization
30. shyness
31. strength
32. slow down and think

(continued from previous page)

33. understanding
34. when rushed, would like to be a little neater
35. wish he weren't so nervous so easily

Mathematics

1. fractions
2. math
3. mathematics
4. percentages

Oral Communications

1. ability to talk to new bosses
2. how to speak on a variety of subjects
3. oral communication
4. oral presentation
5. person-to-person discussion with customers
6. public speaking
7. speaking
8. speech
9. vocabulary

Marketing

1. advertising
2. advertising background
3. customer knowledge
4. display
5. display, design, and organize merchandise
6. inventory control (system)
7. inventory taking
8. marketing
9. merchandising
10. point of purchase
11. shipping and traffic control
12. stock work

Sales and Selling

1. knowing when to close a sale
2. practical salesmanship
3. salesmanship
4. sales psychology
5. selling
6. suggestive selling

Bookkeeping and Accounting

1. accounting
2. basic bookkeeping
3. book and record keeping
4. bookkeeping

(continued from previous page)

Blank Answer

1. blank
2. don't know
3. none
4. none in particular
5. really don't have many problems

Written Communications

1. being able to read better
2. letter writing
3. penmanship
4. read faster
5. reading comprehension
6. reading
7. spelling
8. writing
9. written communication

Communications (general)

1. ability to communicate with people
2. better observation of what's going on around you
3. better vocabulary
4. communication with people (being a little more worldly so as to better communicate)
5. observing and listening
6. putting my ideas across to the people I represent
7. vocabulary and scope

Business Organization, Procedure, and Management

1. business management
2. general business
3. general business (basic) courses
4. knowledge of business in general
5. knowledge of business procedures
6. knowledge of whole picture and where I fit in
7. sales management

Miscellaneous

1. better schooling (higher) in general
2. earlier age
3. everything
4. finance
5. general education
6. knowledge of research
7. language (basic understanding)
8. legal environment
9. mixing drinks
10. more law

(continued from previous page)

English

Economics

Machines of Business

1. business machines (limited)
2. machines of business
3. machine operation

Table 60

WHAT ARE THE PERSONAL CHARACTERISTICS OR KNOWLEDGE IN WHICH YOU WISH YOU WERE STRONGER OR BETTER PREPARED IN ORDER TO BE MORE EFFECTIVE IN YOUR PRESENT JOB?

(Questionnaire to Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Human Relations	1	45	32%
Job or Product Knowledge	2	32	23
Oral Communication	3	21	15
Communications (general)	4	18	13
Personal Characteristics (excluding human relations)	5	17	12
Business Organization, Procedure, and Management	6	16	12
Written Communication	7	14	10
Marketing	8	10	7
Bookkeeping and Accounting	8	10	7
Sales and Selling	10	9	7
Mathematics	10	9	7
Blank Answer	12	6	4
Miscellaneous	13	5	4
Machines of Business	14	4	3
Economics	14	4	3
English	14	4	3

Note:

The standard error estimate has been computed for each entry. Human Relations, the highest entry, is correct to ±8% at the 95% confidence level. The error declines until the lowest entry, English, is correct to ±3%.

* Size of sample -- 138

Table 60 (continued)

WHAT ARE THE PERSONAL CHARACTERISTICS OR KNOWLEDGE IN WHICH YOU WISH YOU WERE STRONGER OR BETTER PREPARED IN ORDER TO BE MORE EFFECTIVE IN YOUR PRESENT JOB?

(Questionnaire to Supervisors)

Human Relations

1. ability to get along with management
2. ability to accept criticism
3. ability to handle people
4. ability to make the initial contact with people (difficult to be at ease)
5. better understanding of the people under you
6. customer relations
7. customer satisfaction (from customer standpoint)
8. get others to understand me
9. getting along with fellow employees
10. good customer relations
11. handling of people
12. human relations
13. leadership
14. managing employee
15. more knowledge of personal psychology
16. personal business relations
17. psychology
18. psychology of motivation
19. public relations
20. stronger in tactfulness
21. tactfulness
22. understanding of people and people's problems
23. understanding other people's problems

Job or Product Knowledge (skills or experience)

1. area knowledge
2. art-layout
3. better knowledge of insurance field
4. business law
5. feeds
6. general warehousing
7. greater technical knowledge
8. job knowledge: advertising and printing different types of paper
9. keep abreast of new technology in the field
10. know more about the product he works with
11. knowledge of other insurance
12. knowledge of tariffs
13. knowledge of trends
14. market knowledge

(continued from previous page)

15. making signs
16. more product knowledge
17. more technical knowledge
18. pricing
19. real estate law
20. taxation (income) legal stand point - tax advantage
21. technical background in wire products
22. technical knowledge (electronics)
23. technical or product knowledge
24. tire knowledge
25. traffic

Oral Communications

1. listen better
2. oral communication
3. prepared talks
4. public speaking
5. speech
6. speech (ability to communicate)

Communications (general)

1. ability to communicate well
2. ability to tell by talking to people how sincere they are about working
3. being able to analyze your customer
4. better vocabulary
5. communicating with customers and employees
6. communication skills - oral and written
7. communications
8. communication skills
9. communication with people
10. group communications
11. observe more clarity
12. observing and listening
13. perception - ability to understand what people really mean - communications
14. to express myself better

Personal Characteristics (excluding human relations)

1. analytical thinking
2. decision making techniques (being able to go ahead on own)
3. enthusiasm for job
4. greater ability to be more objective
5. greater enthusiasm
6. imagination
7. initiative
8. less quick to jump to conclusions

(continued from previous page)

9. more extroverted characteristics
10. more flexible
11. more positive attitude or approach
12. persistent
13. politeness
14. self-confidence
15. time control
16. well-organized

Business Organization, Procedure, and Management

1. better understanding of business organization
2. implementing plans
3. management
4. management of employees
5. management training
6. office systems management
7. organization
8. organization (sales, accounting)
9. planning and execution
10. supervisor requirements
11. use of authority

Written Communication

1. ability to read
2. better letter writer
3. higher ability of reading and understanding
4. letter writing
5. penmanship
6. written communication

Marketing

1. buying
2. display
3. inventory control
4. marketing
5. pricing knowledge
6. pricing

Bookkeeping and Accounting

Sales and Selling

1. sales
2. sales management
3. sales psychology
4. salesmanship - leasing
5. selling techniques - being able to put over point of view

(continued from previous page)

Mathematics

1. business arithmetic
2. math
3. mathematics (in general)
4. mental arithmetic capability

Blank Answer

1. feel that I have adequate training
2. none
3. nothing
4. unwilling to answer

Miscellaneous

1. business administration
2. more business courses
3. more college
4. personnel

Machines of Business

1. machines of business
2. typing
3. use of business machines

Economics

1. better knowledge of general economics
2. greater knowledge of economics
3. knowledge of economics

English

1. English
2. grammar
3. spelling

Table 61

IF YOUR EMPLOYEES DID SEEK ADDITIONAL EDUCATION OR TRAINING, ARE THERE ANY COURSES OR SUBJECTS IN GENERAL WHICH YOU WOULD RECOMMEND?

(Employers Concerning Non-Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Job or Product Knowledge	1	74	34%
Selling and Salesmanship	2	56	26
Human Relations	2	56	26
No Answer	4	30	14
Business Organization, Procedure and Management	5	26	12
Mathematics and Arithmetic	6	24	11
Bookkeeping and Accounting	7	20	9
Marketing	8	19	9
Oral Communications	9	16	8
Basic English	9	16	8
Miscellaneous	11	13	6
Economics	12	12	6
Communications (general)	13	5	2
Written Communications	13	5	2
Business and Financial Records	15	0	0

Note:

The standard error estimate has been computed for each entry. Job or Product Knowledge, the highest entry, is correct ± 6% at the 95% confidence level. The error declines until the lowest entry, Business and Financial Records, is correct ± 0%.

* Size of sample -- 213

Table 61 (continued)

IF YOUR EMPLOYEES DID SEEK ADDITIONAL EDUCATION OR TRAINING, ARE THERE ANY COURSES OR SUBJECTS IN GENERAL WHICH YOU WOULD RECOMMEND?

(Employers Concerning Non-Supervisors)

Job or Product Knowledge (skills or experience)

1. chemistry
2. courses in legal field
3. driving
4. food preparation
5. French
6. general maintenance
7. home economics
8. mechanics
9. physical education
10. safety
11. transportation law

Selling and Salesmanship

Human Relations

1. character guidance
2. charm course for females
3. customer relations
4. how to serve customers
5. human relations
6. motivation
7. personal relations
8. personality class
9. psychology (human behavior)
10. public relations and service
11. sociology
12. subjects that will help them meet the public

No Answer

Business Organization, Procedure, and Management

1. basic business courses
2. business administration
3. business management
4. courses in management development
5. courses on management
6. courses on planning
7. general business

(continued from previous page)

Mathematics and Arithmetic

1. arithmetic
2. business arithmetic
3. change making
4. math, basic
4. math

Bookkeeping and Accounting

1. accounting
2. basic bookkeeping
3. general accounting

Marketing

1. advertising
2. display
3. distributive education
4. marketing
5. merchandising
6. retailing
7. retail management
8. school for advance Traffic management

Oral Communications

1. communication after Carnegie pattern
2. public speaking - effective speaking
3. speech

Basic English

1. basic English (grammar)
2. composition
3. English
4. English composition

Miscellaneous

1. art
2. business law
3. character guidance
4. contracts
5. corporate finance
6. education in general
7. fashion and coloring classes
8. humanities
9. memory course
10. social science
11. sciences

Economics

(continued from previous page)

Communications (general)
1. communications
2. reading

Written Communications
1. communications
2. correspondence

Business and Financial Records

Table 62

IF YOU DID SEEK ADDITIONAL TRAINING FOR THIS JOB, WHAT SPECIFIC COURSES OR SUBJECTS WOULD YOU TAKE?

(Questionnaire to Non-Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Job or Product Knowledge	1	86	41%
Human Relations	2	38	18
Selling and Salesmanship	2	38	18
Business Organization, Procedure and Management	4	37	18
Marketing	5	30	14
No Answer	6	29	14
Bookkeeping and Accounting	7	27	13
Mathematics and Arithmetic	8	25	12
Miscellaneous	9	23	11
Oral Communications	10	16	8
Economics	11	9	4
Written Communications	12	8	4
Basic English	12	8	4
Business and Financial Records	14	2	1
Communications (general)	14	2	1

Note:

The standard error estimate has been computed for each entry. Job or Product Knowledge, the highest entry, is correct ± 7% at the 95% confidence level. The error declines until the lowest entry, Communications (general), is correct ± 1%.

* Size of sample -- 211

Table 62 (continued)

IF YOU DID SEEK ADDITIONAL TRAINING FOR THIS JOB, WHAT SPECIFIC COURSES OR SUBJECTS WOULD YOU TAKE?

(Questionnaire to Non-Supervisors)

Job or Product Knowledge (skills or experience)

1. advanced hair styling
2. automotive school
3. banking principles
4. basic electronics
5. business education in hotel and restaurant management
6. charter life underwriters course
7. chemistry (hair and skin)
8. cleaning and pressing
9. clerical work
10. company courses in insurance
11. cooking school
12. data processing
13. decorating
14. decorating - pastry
15. diesel mechanics
16. drafting
17. electrical courses
18. electronics
19. engine mechanics
20. first class radio and tv license
21. food preparation
22. foreign trade
23. general operation of banking
24. general waitress
25. graphic and fine arts
26. hair styling
27. health, accident and life insurance courses
28. honda and BAS's product school
29. IBM courses
30. interior decorating field
31. interviewing techniques
32. insurance
33. job knowledge: CPCU courses, IIA courses
34. machinest line of education
35. mechanics
36. minor tune-up courses
37. more training in welding
38. office machines
39. portion control
40. real estate
41. repair and finishing of furniture
42. secretarial courses
43. sewing
44. sign, layout and painting

(continued from previous page)

45. sewage and water management
46. shorthand
47. technical blue print reading
48. technical knowledge of the products
49. testing
50. transportation
51. transportation tariffs (rules on regulation of two governing bodies) (course on general scope of transportation industry)
52. truck maintenance
53. wage and salary
54. zoning restrictions

Human Relations

1. charm and poise classes
2. course in communicating with people
3. human relations
4. human relations (confidence builders with people)
5. personal relationships
6. psychology
7. psychology (general)
8. public relations
9. sociology

Selling and Salesmanship

1. sales
2. sales courses
3. sales training institute
4. sales promotion
5. sales psychology
6. selling course (salesmanship)

Business Organization, Procedure and Management

1. business administration
2. business appreciation
3. business courses
4. business in general
5. executive management courses
6. financial management
7. how to finance an operation
8. masters in B.A.
9. personal management
10. personnel

(continued from previous page)

Marketing

1. accredited marketing courses
2. advertising
3. buying
4. collections (credit)
5. display
6. fashion and design
7. Ford Marketing Institute
8. marketing
9. marketing (trends in marketing)
10. retailing (general)

No Answer

Bookkeeping and Accounting

1. accounting
2. advanced accounting
3. bookkeeping

Mathematics and Arithmetic

1. math
2. mathematics
3. statistics

Miscellaneous

1. additional high school subjects
2. basic finance
3. Dale Carnegie courses
4. English literature
5. foreign language
6. general seminar on problems
7. history
8. law
9. legal environment
10. seminars
11. testing
12. understanding of basic religious beliefs (comparative religions)
13. would go back and finish school

Oral Communications

1. conversation
2. speaking (toastmasters)
3. speech class

Economics

(continued from previous page)

Written Communications

1. letter writing
2. penmanship
3. writing

Basic English

1. English composition
2. vocabulary training (spelling, refresher course to the basics)

Business and Financial Records

Communications (general)

Table 63

IF YOUR SUPERVISORS DID SEEK ADDITIONAL EDUCATION OR TRAINING, ARE THERE ANY COURSES OR SUBJECTS IN GENERAL WHICH YOU WOULD RECOMMEND?

(Employers Concerning Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Human Relations	1	51	38%
Business Organization, Procedure, and Management	2	44	32
Job or Product Knowledge	3	37	27
Bookkeeping and Accounting	4	21	15
Selling and Salesmanship	5	20	15
Miscellaneous	6	18	13
Marketing	7	17	13
Oral Communications	8	14	10
Mathematics and Arithmetic	9	13	10
Economics	10	10	7
No Answer	11	9	7
Basic English	12	6	4
Written Communications	13	4	3
Communications (general)	13	4	3
Business and Financial Management	15	0	0

Note:

The standard error estimate has been computed for each entry. Human Relations, the highest entry, is correct ± 8 % at the 95% confidence level. The error declines until the lowest entry, Business and Financial Management, is correct ± 0%.

* Size of sample -- 136

Table 63 (continued)

IF YOUR SUPERVISORS DID SEEK ADDITIONAL EDUCATION OR TRAINING, ARE THERE ANY COURSES OR SUBJECTS IN GENERAL WHICH YOU WOULD RECOMMEND?

(Employers Concerning Supervisors)

Human Relations

1. anything to help in getting along with people
2. courses to help meet people and get along with people
3. correspondence course in leadership training
4. human relations
5. personnel management
6. psychology
7. psychology - human relations
8. public relations

Business Organization, Procedure, and Management

1. business administration
2. business courses for Jr. college
3. business management
4. general business
5. general business principles
6. introduction to business
7. management
8. organization
9. recruiting
10. sales management
11. selection
12. supervision and management

Job or Product Knowledge

1. AIB program
2. blueprint reading
3. business law - contracts
4. charter life underwriter courses
5. charter property and casualty underwriter school
6. company training courses
7. courses for development of special knowledge
8. data processing
9. dairy short courses
10. electric data processing
11. federal reports
12. food preparation
13. food preparation and presentation
14. foreign trade
15. front and end alignment
16. IBM
17. industry oriented
18. interior design
19. rate making

(continued from previous page)

20. Sears Education Institute
21. seminars in forest products
22. technical courses set up by company
23. technical knowledge (food formulation, plant science)
24. technical refining training
25. transportation
26. university technical short course

Bookkeeping and Accounting

1. accounting
2. basic accounting
3. tax accounting

Selling and Salesmanship

1. salesmanship
2. sales techniques
3. sales training
4. selling

Miscellaneous

1. applied physics
2. basic science
3. curriculums
4. competition is the best teacher
5. economics
6. first aid - safety
7. humanities
8. induction
9. literature
10. philosophy
11. political science (free enterprise system)
12. self-improvement studies
13. sciences

Marketing

1. advanced traffic management
2. advertising
3. advertising - display layouts
4. distribution
5. retail management

Oral Communications

1. oral communication
2. public speaking

(continued from previous page)

Mathematics and Arithmetic
  1. higher math (geometry and algebra)
  2. math

Economics

No Answer
  1. don't know
  2. no

Basic English
  1. effective English
  2. English

Written Communications

Communications (general)
  1. communication
  2. communication with people
  3. vocabulary

Business and Financial Management

Table 64

IF YOU DID SEEK ADDITIONAL TRAINING FOR THIS JOB, WHAT SPECIFIC COURSES OR SUBJECTS WOULD YOU TAKE?

(Questionnaire to Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Job or Product Knowledge	1	44	32%
Human Relations	2	43	31
Business Organization, Procedure, and Management	3	38	28
Marketing	4	23	17
Bookkeeping and Accounting	4	23	17
Miscellaneous	6	19	14
Oral Communications	7	16	12
Selling and Salesmanship	8	14	10
No Answer	9	9	7
Mathematics and Arithmetic	9	9	7
Written Communications	11	8	6
Economics	12	7	5
Basic English	13	4	3
Communications (general)	14	3	2
Business and Financial Records	15	2	1

Note:

The standard error estimate has been computed for each entry. Job or Product Knowledge, the highest entry, is correct to ± 8% at the 95% confidence level. The error declines until the lowest entry, Business and Financial Records, is correct to ± 2%.

* Size of sample -- 138

Table 64 (continued)

IF YOU DID SEEK ADDITIONAL TRAINING FOR THIS JOB, WHAT SPECIFIC COURSES OR SUBJECTS WOULD YOU TAKE?

(Questionnaire to Supervisors)

Job or Product Knowledge (skills or experience)

1. advanced electronics
2. AIB courses
3. banking
4. blueprint reading
5. business insurance
6. bookkeeping
7. chemical analysis
8. chemistry
9. CLU - or technical industry courses
10. commercial law
11. comparative graphs
12. cost control
13. data processing
14. decorating
15. drafting
16. economics of insurance
17. engineering and technical training
18. feeds and feeding
19. food handling courses
20. food preparation
21. general recapping
22. health courses for food handling
23. housekeeping school in Seattle
24. industrial engineering
25. insurance field
26. insurance law
27. Japanese language
28. learn more about the product
29. mechanics of car
30. motion picture arts and sciences
31. new cooking methods
32. nutritional courses (animal feed)
33. pricing
34. product courses
35. real estate appraisals
36. safety
37. study of oil industry
38. switch board training
39. tariffs
40. technical courses about product
41. technical courses in wire products
42. technical styles and trends
43. traffic manager course

(continued from previous page)

Human Relations

1. employee and public relations
2. human relations
3. human relations and employee (dealing with public)
4. human relations (handling customers)
5. management (human relations)
6. more psychology and philosophy
7. personnel management
8. personnel supervision
9. psychology
10. psychology - business
11. psychology - how to understand people
12. public relations
13. recruiting
14. sociology
15. supervision
16. supervision courses

Business Organization, Procedure, and Management

1. business
2. business administration
3. business and accounting on the management level
4. business courses
5. business (introduction to)
6. business management
7. business training in general
8. follow-up procedures
9. general business
10. management
11. management courses
12. personal and business administration
13. production management

Marketing

1. a program of training which would aid me in knowing what customers will want to buy
2. advertising
3. buying
4. credit management
5. display school
6. inventory control
7. marketing
8. marketing - a course in business trends and or recent developments
9. marketing analysis
10. merchandising
11. promotion
12. traffic management
13. transportation and rate making

(continued from previous page)

Bookkeeping and Accounting

1. accounting

Miscellaneous

1. anthropology
2. art appreciation
3. French
4. good memory course
6. international business
7. liberal arts
8. memory courses
9. no schooling of value now
10. personal development
11. personality development
12. phil-ethics
13. philosophy
14. they may have been a negative influence
15. world history

Oral Communications

1. communication (oral)
2. public speaking
3. speech

Selling and Salesmanship

1. sales organization
2. sales training
3. salesmanship
4. salesmanship - broad

No Answer

Mathematics and Arithmetic

1. arithmetic
2. math, advanced
3. math (basic)

Written Communication

1. communication (written)
2. creative writing
3. English relating to communications
4. letter writing
5. report writing
6. speed writing

Economics

1. business economics
2. economics
3. forecasting

(continued from previous page)

Basic English

1. English
2. English (grammar, spelling, reading)
3. spelling

Communications (general)

1. communications
2. some training to help me understand what others are saying

Business and Financial Records

1. analysis of financial statements
2. financial statements
3. finance
4. higher finance
5. money and finance

Table 65

WHY DO YOU FEEL THAT YOUR CHOICE OF SCHOOLING IS THE BEST PLACE TO GET ADDITIONAL KNOWLEDGE OR TRAINING?

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS	PERCENT OF RESPONDENTS
(Employers Concerning Supervisors) (Size of sample -- 136)			
Provides specific training	1	109	80%
Convenience	2	25	18
Other	3	22	16
** ± 7% to ± 6%			
(Questionnaire to Non-Supervisors) (Size of sample -- 211)			
Provides specific knowledge	1	155	73%
Convenience	2	39	18
Other	3	31	15
** ± 6% to ± 5%			
(Employers Concerning Non-Supervisors) (Size of sample -- 213)			
Provides specific training	1	171	80%
Convenience	2	36	17
Other	3	21	10
** ± 5% to ± 4%			
(Questionnaire to Supervisors) (Size of sample --138)			
Provides specific training	1	108	70%
Convenience	2	28	20
Other	3	28	20
** ± 8% to ± 7%			

** The standard error estimate has been computed for each item. The highest item is correct ___% at the 95% confidence level. The error declines until the lowest item is correct ___%.

Table 65 (continued)

WHY DO YOU FEEL THAT YOUR CHOICE OF SCHOOLING IS THE BEST PLACE TO GET ADDITIONAL KNOWLEDGE OR TRAINING?

(Employers Concerning Non-Supervisors)

1. By correspondence

    A. Provides technical training and knowledge
        1. actual use bears out
        2. for technical training
        3. manufacturers offer correspondence courses directly to products handled by employees; company sponsors (courses) seminars to develop proper skills
        4. since additional knowledge or training required is of technical nature, this is the best place

    B. Convenience (time and place)
        1. enables individual to learn while working
        2. to learn techniques

2. Vocational-technical school

    A. Provides technical training and knowledge
        1. best place to get knowledge required for the jobs
        2. best place to learn the use of lift equipment
        3. business knowledge offered
        4. close to needs of business
        5. degrees of education more adaptable to it
        6. electronic training
        7. experience shows people with this training have been able to comprehend and solve problems of this type of operation
        8. fabric
        9. gives education to supplement work
        10. has specific courses for grocery stores
        11. industry sponsored courses - only source
        12. knowledge available here best for employee
        13. language for the service business
        14. learn theory in the vocational technical school
        15. only place to get training
        16. only place it is available
        17. only place which gives training needed
        18. product knowledge: (gunsmith training) sports equipment training
        19. sales knowledge
        20. since additional knowledge.or training required is of technical nature, this is the best place

(continued from previous page)

21. someone there who is best qualified to teach them
22. specific training for line of work
23. spend time with the employee; they turn out employee who is well-rounded in the food and beverage business
24. taught by professionals familiar with industry
25. technical knowledge -- salesmanship
26. they have a broader variety of related subjects
27. vocational school offers courses related to the job

B. Convenience (time and place)
   1. course convenience
   2. most convenient way, most readily available, most economical (instructors usually from business world)

3. High school

A. Provides technical training and knowledge
   1. best place to get the gest needed training
   2. only place which gives training needed

4. Short courses and night school

A. Provides technical training and knowledge
   1. because training is directly applicable to job
   2. best place to get knowledge required for the jobs
   3. courses offered
   4. economics and sales relations
   5. for technical training
   6. have specific courses for grocery stores
   7. only available place for transport stuff
   8. only place which gives training needed
   9. sales knowledge
   10. sales techniques
   11. technical knowledge, salesmanship
   12. techniques and requirements of driver and salesman positions

B. Convenience (time and place)
   1. available facilities permit this course of action
   2. convenience
   3. course convenience
   4. get quicker and a more varied education
   5. gives a variety and allows one to obtain education

(continued from previous page)

6. jobs require part-time school
7. night classes fit into employees work schedule and offer courses that help in work situations
8. not expensive, easiest to attend
9. only time available for additional knowledge
10. people can continue to earn while they are learning
11. time factor

5. Community or junior college

A. Provides technical training and knowledge
1. community college in Vancouver offers course in field
2. community needs are furnished by a junior college
3. courses offered
4. economics and sales relations
5. knowledge
6. language for the service business
7. mid-management program
8. offers specified skills and training needed on the job
9. offers specialized courses in the areas in which people may need additional training
10. offers not only product knowledge but educational curricula which are also important in our field
11. offers business courses

B. Convenience (time and place)
1. all that is available locally
2. availability
3. course convenience
4. close and offers variety
5. job requires part-time school
6. night classes fit into employees work schedule and offer courses that help in work situations
7. offers night school
8. only way workers can obtain it

6. Four-year college

A. Provides technical training and knowledge
1. offers business courses
2. one meets many people with different ideas on many things
3. suggested courses are offered

(continued from previous page)

- B. Convenience (time and place)
    - 1. most convenient for courses necessary in the business
    - 2. time factor

- C. Other
    - 1. demonstrates desire to work

7. On-the-job training in company classrooms

- A. Provides technical training and knowledge
    - 1. because of specialized nature of business, this area offers best chance to learn
    - 2. because they teach it
    - 3. best because diversification of operations
    - 4. best place to get specific knowledge
    - 5. best place to learn the mechanics of the job
    - 6. best prepared with specialized material
    - 7. company has the material and curriculum pertaining to the knowledge individual required
    - 8. deals specifically with ubsiness needs
    - 9. due to specialized knowledge needed
    - 10. each employee has different problem so local store can best use it
    - 11. experience is a much better way to get the knowledge required
    - 12. has only proper training facility for specialization
    - 13. here the company can teach what the salesman needs the most
    - 14. industry sponsored courses - only source
    - 15. industry training is more pertinent -- individual private study is important too
    - 16. manufacturers offer correspondence courses directly concerning products handled by employees; company sponsors (course) seminars develop proper skills
    - 17. more specific training - applicable to job
    - 18. offers facilities
    - 19. our field training is general to problems and situations they have
    - 20. qualified instructors, plus time to do training
    - 21. scope of G.M. training is unequaled
    - 22. specific to industry
    - 23. skills we want them to have are company motives and procedures
    - 24. tailored to company's needs

(continued from previous page)

25. things these people are doing are specifically oriented directly to the job so experience would be the best place to acquire knowledge
26. this is where they can take advantage of the company experience in this area - company can best teach their employees
27. what is desired at the bank

B. Convenience (time and place)

8. On-the-job training at work stations

A. Provides technical training and knowledge

1. actual experience
2. actual public experience
3. actually working with the problems they encounter
4. all they need they can learn on the job
5. apply themselves to the real situation -- learn while working
6. because it is only place
7. because of specialized nature of business, this area offers best chance to learn
8. because of the specialization of our business, lack of other available place
9. best because diversification of operations
10. best for practical experience
11. best place to learn policies and procedures
12. best place to learn product knowledge
13. best place to receive the required type of training
14. can't learn what I want done in school
15. each business is run differently (reality)
16. each mill business is different - knowledge can only be gotten on the job
17. employer is able to observe and see progress
18. experience
19. experience beats the books
20. experience best teacher
21. experience is a much better way to get the knowledge required
22. fact-to-face with problems they have to work with
23. have to learn by experience - knowing by doing
24. here the company can teach what the salesman needs the most
25. information gotten is more applicable to their job
26. knowledge of prices and customer attitudes are unique

(continued from previous page)

27. knowledge available here best for employee
28. lack of any other possibilities
29. lack of training of this type in school (driving of commercial vehicle)
30. learn merchanidse and other aspects while on the job
31. learn peculiarities of the firm
32. learn unique procedures
33. mode of operation such as that on the job is best
34. more adaptable to business requirements
35. more adapted to our line of work
36. more practice
37. more relevant
38. most people applying have some experience of high ability so they are ready to learn peculiarities of this operation
39. most practical experience
40. no one teaches this knowledge in schools
41. no schools of the right type - such place has different operations which can best be learned on the job
42. no other source of training in this town - can't get the training any place else
43. no other place to get it
44. no place offers skills needed, one needs experience
45. no schools available for this work
46. no training areas for this type of business but on-the-job training
47. no waitress schools
48. offers facilities
49. on the job is best place to gain experience required to become proficient
50. no other place to get education you don't learn unless you go to work in the industry
51. only place to acquire company procedures
52. only place to get training
53. only place to obtain knowledge of route salesman
54. only practical place to take inexperienced people and teach them
55. one can't learn product knowledge in books
56. practical application on the job
57. practical experience can't be learned any place else
58. practical exposure - concerning peculiarities

(continued from previous page)

59. product knowledge
60. product knowledge offered
61. service manuals are all available in the operation
62. shows their initiative
63. specialized knowledge can only be acquired on job
64. teaches them job knowledge
65. technical knowledge
66. technical knowledge best learned on the job
67. technical training most important
68. techniques and requirements of driver salesman positions
69. things these people are doing are specifically oriented directly to the job so experience would be the place to acquire knowledge
70. training specific to job
71. unique company procedures
72. untrained people easier to train (products -- rug cleaning and driving)
73. we can train them the way we want to
74. work with supervision
75. work gives you experience you can retain
76. working with the actual problem or practice --- better most classrooms are not setup to stimulate job environment

B. Convenience (time and place)
   1. convenience
   2. in these areas, they can get quicker and a more varied education (a time element)
   3. job convenience

9. Other

A. Provides technical training and knowledge
   1. AIB - directed strictly toward banking
   2. AIB - geared toward banking
   3. AIB - the instructors are well trained and have an up-to-date knowledge of banking
   4. AIB - they work closely to the problems on the job
   5. Beauty School - because here is the place to practice new hair styles while they pay rather than getting paid
   6. Ford Marketing Institute - introduces specialized training in the automotive field
   7. hair dresser association schools - only place available

(continued from previous page)

8. hotel training school - specific field because the hotel business is specific
9. industry - schools for mortgage bankers
10. industry sponsored courses - only source
11. National Business Machines School - mfg. school only place for people
12. National Retail Furniture Association - gives specific product training
13. oil heat institute - gives basic training in furnaces
14. personal study of industry material - our field training is general to problems and situations they have
15. product knowledge
16. courses offered by State and National Real Estate Board - offers practical courses in the areas of importance

B. Convenience (time and place)
   1. trade magazines -- only place available

Table 65 (continued)

WHY DO YOU FEEL THAT YOUR CHOICE OF SCHOOLING IS THE BEST PLACE TO GET ADDITIONAL KNOWLEDGE OR TRAINING?

(Employers Concerning Supervisors)

1. By correspondence

    A. Provides technical training and knowledge
        1. company can offer the best training for its employees
        2. technical knowledge

2. Vocational - technical school

    A. Provides technical training and knowledge
        1. best place because information is available
        2. content not available outside job or vocational technical school
        3. course offerings in traffic rates
        4. courses offered in sales and products - customer contact
        5. electronics - office and field management
        6. has both educational and specialized training
        7. only facilities available
        8. past supervisor has shown me that people with this training really know their stuff
        9. product knowledge
        10. specific courses applicable to food preparation available here for food supervisors
        11. these schools spend more time on relevant areas
        12. trains specifically for line of work
        13. vocational school gives theoretical background

3. High school

4. Short courses and night school

    A. Provides technical training and knowledge
        1. academic knowledge
        2. best places because information is available
        3. college graduate would have trouble until he learned our methods
        4. course offerings in traffic rates
        5. courses necessary are available here
        6. Goodyear sponsored sales training and management - all we have
        7. knowledge of company
        8. knowledge of company operations furthering education

(continued from previous page)

9. more rounded training for doing short courses in short time
10. night school (university) courses offered best available on-the-job training; good for specific functions
11. offers courses or education on a higher level which meets the needs of supervision
12. offers specialized courses in our field
13. offers variety
14. sales and human relations
15. technical and business training available
16. technical and management skills - human relations

5. Community or junior college

   A. Provides specific technical training and knowledge
      1. colleges have staff and facilities necessary for training
      2. colleges offer good courses to better an individual in the merchandising or retailing fields
      3. course offerings
      4. courses offered in sales and products customer contact
      5. gain knowledge at the same time
      6. has a regular course in merchandising
      7. has an advanced traffic management course
      8. has courses required
      9. hotel management courses
      10. offers specialized courses pertaining to type of selling training required
      11. offers management course in restaurant field
      12. school offers basic courses needed -- psychology and management
      13. technical and business training available
      14. this is where you get practicability

6. Four-year college

   A. Provides specific technical training and knowledge
      1. colleges have staff and facilities necessary for training
      2. courses helpful -- any education valuable
      3. degree meaningful
      4. only source of advanced knowledge
      5. school offers basic courses needed -- psychology and management
      6. special knowledge

(continued from previous page)

7. theory and practical knowledge (basic sciences)
8. this is where you get practicability

7. On-the-job training in company classrooms

A. Provides specific technical training and knowledge
   1. because we give subjects applicable to their job
   2. because we indoctrinate with company ideas
   3. best place to learn product knowledge
   4. can't learn this business out of a book -- you need personal contact -- no substitute for experience
   5. classrooms only place which gives specialized training needed
   6. closer to their particular problems
   7. company best place to provide specialized knowledge that is required
   8. company classrooms deal with specific problems
   9. company correspondence courses - because he's trained in company
   10. deal with specific matters pertaining to business
   11. due to lack of availability of knowledge in the area of motor freight transportation
   12. electronics office and field management
   13. feel the company can offer the best training for its employees
   14. Goodyear sponsored sales training and management -- all we have
   15. instills company policies and rules
   16. learn by doing is best way - related training specific to job and company
   17. offers specialized courses in our field
   18. only place to get the specific training needed
   19. practical banking experience
   20. specialized training available as needed
   21. specific as to needs of company - specific as to industry
   22. tailored to company needs
   23. technical training
   24. technical training in natural gas
   25. there the company has courses set up that are developed from experience of Canada Dry supervisors, best place to recreate situations they will experience
   26. this is where you get practicability

(continued from previous page)

8. On-the-job training at work stations

   A. Provides specific technical training and knowledge (tailored to our needs)

      1. actual experience
      2. all that is available to get training required
      3. becasue Montgomery Ward has developed a company training program for individual stores
      4. because there is no other school
      5. because we give subjects applicable to their job
      6. best place to get the technical skill or knowledge for the job
      7. best place to learn product knowledge
      8. can learn exactly what is being done
      9. can learn job knowledge only on job
      10. can't learn this business out of a book -- you need personal contact -- no substitute for experience
      11. company best place to provide specialized knowledge that is required
      12. content not available outside job or vocational technical school
      13. courses offered in sales and products customer contact
      14. directly applicable material
      15. diversified product knowledge
      16. due to lack of availability of training in the area of motor freight transportation
      17. easier to do a job than go to school for general organization -- every organization is different so direct experience is better
      18. has to learn how things are done in this particular store
      19. instills company policies and rules
      20. knowledge of company operations furthering education
      21. learn by doing better than in classroom
      22. offers technical schooling
      23. on-the-job training gives practical experience
      24. only place for basic knowledge
      25. only place knowledge is available
      26. only place to get job knowledge
      27. peculiar manner of business
      28. practical knowledge
      29. practicability better related to job
      30. product knowledge
      31. service trade requirements
      32. shows their ability to do the job

(continued from previous page)

33. technical knowledge and operation of the business
34. technical knowledge of job
35. technical training in natural gas
36. this is where you get practicability
37. transportation knowledge
38. unique business

9. Other

A. Provides specific technical training and knowledge (tailored to our needs)

1. AIB courses are adapted to subjects people work with every day
2. AIB technical banking problems
3. AIB technical knowledge
4. AIB -- the bankers and instructors are active currently within the business
5. AIB trains strictly for the job
6. American Collectors Association or other industry source - oriented directly to collecting type of business
7. business seminars at local universities - past experience
8. Charter Property and Casualty Underwriter - technical knowledge
9. company and industry courses - more pertinent to the business
10. company correspondence courses - because he's trained in company policy and trained for what he needs
11. company training kit and program - acquaints men with actual company procedures
12. company training manuals - bring out specific skills and knowledge needed to perform their duties
13. Ford Marketing Institute - Ford brings actual field problems to the classroom
14. GM training school - because of scope covered, unable to teach such variety in school
15. Goodyear sponsored sales training and management - all we have
16. industry schools - experience indicates this is the most productive area
17. industry training programs
18. major petroleum school - offers specialized product knowledge and sales
19. management training courses - specific interest industry sponsored

(continued from previous page)

20. manufacturing school - the actual work is learned about the equipment
21. out-of-state training school (company); specific product knowledge and employee relations stressed
22. Ralston's training courses - directly applicable material
23. state broadcaster seminars - gives specific information on specific job needs
24. technical elements of insurance, plus basic business training
25. SMI technical and management skills and human relations
26. Toastmasters teach you to communicate effectively

B. Convenience (time and place)
   1. Charter Property and Casualty Underwriter self-study
   2. easier to attend than school
   3. program set with specific people, etc. SMI - time factor

Table 66

WHAT PERSONAL CHARACTERISTICS, KNOWLEDGE, SKILLS, OR TRAINING HAVE YOU FOUND BEST LEARNED ON THE JOB RATHER THAN IN SCHOOL?

(Questionnaire to Non-Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Job or Product Knowledge	1	109	52%
Human Relations	2	85	40
Personal Characteristics (excluding human relations)	3	39	18
Communications	4	22	10
Sales and Selling	5	17	8
Business Organization, Procedure, and Management	6	8	4
Marketing	7	7	3
Miscellaneous	8	6	3
No Answer	8	6	3
Machines of Business	8	6	3
Math and Arithmetic	9	4	2
Bookkeeping and Accounting	9	4	2

Note:

Standard error of the percentage has been computed for each item. Product and job knowledge, the highest item, is correct ±7% at the 95% confidence level. The error declines until the lowest item, bookkeeping and accounting is correct ±2% at the 95% confidence level.

* Size of sample -- 211

Table 66 (continued)

WHAT PERSONAL CHARACTERISTICS, KNOWLEDGE, SKILLS, OR TRAINING HAVE YOU FOUND BEST LEARNED ON THE JOB RATHER THAN IN SCHOOL?

(Questionnaire to Non-Supervisors)

Job or Product Knowledge (skill or experience)

1. about lumber and materials
2. actual business operation
3. actual experience
4. actual operating techniques
5. actual work operation
6. adaptability (being able to switch back and forth between jobs)
7. adaptability
8. adaption to job
9. all areas connected with my job as waitress
10. all phases of the specific job
11. all related to job
12. any of the actual work I'm assigned to do
13. apple business
14. application of knowledge
15. application of principle
16. appraisal of building values
17. area economics
18. automation
19. banking routine
20. carpentry skills
21. cashier activity
22. cashier checking
23. company policies
24. complete operation of the American Legion operation
25. complete operation of the banking system
26. discounting loans
27. electricity
28. experience of doing
29. grain marketing
30. heavy equipment knowledge
31. how to do your work serving - carrying dishes
32. interest on loans
33. job in general
34. job knowledge
35. job knowledge (making milk shakes)
36. just the technical aspects of the job
37. knowing your functional relationships to the whole
38. knowledge of hardware supply
39. knowledge of insurance rating
40. knowledge of work
41. language of transportation
42. learn about color and combinations
43. loading a truck

(continued from previous page)

44. local business situation
45. lubrication
46. machinery
47. mechanical side of cars and pumps
48. new products
49. on-job problems
50. particular job skills
51. perfected typing
52. personal experience
53. practical application of subjects taught
54. precedent established
55. preparation of orders
56. procedure of office and banking
57. product knowledge
58. product knowledge in the area of motor freight industry
59. professional skills
60. proper use of catalogues
61. proper use of credit
62. quick response to customers
63. real estate
64. secured and unsecured loans
65. skill and knowledge to do the job
66. solve needs of customer
67. specific machines
68. specifics of business
69. store policy
70. styling trends
71. technical
72. technical aspects of job
73. technical school - product knowledge
74. technical skills
75. the specific business
76. truck driving
77. understanding of applying product to customers use
78. updating formal radio - tv courses
79. various techniques
80. warehousing
81. way a restaurant operates

Human Relations

1. ability to please employer
2. ability to work with people
3. actually getting along with people
4. approaching strangers
5. being able to get along with people
6. being diplomatic
7. better ability to create first impression
8. coping with dissatisfied customers
9. coping with people

(continued from previous page)

10. customer relations
11. dealing with variety of people
12. general diplomacy
13. getting along with people
14. how to judge poeple
15. how to meet and handle people
16. how to talk to and handle people
17. meeting public
18. personal relations
19. reaction to supervisors
20. "stroking people," always being a step ahead of the people
21. tactfulness
22. to get along with people
23. understanding people and their side
24. when to speak and when not to speak

Personal Characteristics (excluding human relations)

1. applying oneself
2. acting as situation dictates
3. attention to detail
4. concentration
5. consciousness
6. control of emotions
7. discipline of order
8. efficiency
9. have desire to meet the demands of the public
10. honesty - handling of money
11. how to present yourself
12. how to control your temper
13. initiative
14. learn to organize better
15. manners
16. maturity
17. neatness
18. safety
19. safety consciousness
20. self-discipline of moods
21. self-control
22. self-confidence
23. self-restraint
24. sincerity
25. stamina
26. tolerance
27. tolerance of the routine tasks
28. working under pressure
29. working under pressure, yet composed

(continued from previous page)

Communications

1. being able to get ideas across to other individuals
2. communications
3. communicating with others
4. convey sincerely bad information (sincerity)
5. learn to be convincing
6. letter writing
7. observation of what fellow employees and customers are doing
8. observing and listening
9. personal communication with customers
10. report preparation (writing)
11. sales training (speaking)
12. telephone usage

Sales and Selling

1. making people feel obligated
2. sales ability
3. sales ability - techniques
4. sales organization
5. salesmanship, how to sell

Business Organization, Procedure, and Management

1. business management (in the field)
2. business operation in general
3. general business management
4. internal organization
5. internal structure of system
6. knowledge of skill of planning
7. planning your work
8. small office management

Marketing

1. advertising
2. inventory control
3. merchandising
4. presentation of merchandise
5. product appeal
6. stock display

Miscellaneous

1. automation
2. economics
3. everything
4. most everything

No Answer

1. blank
2. no comments

(continued from previous page)

3. none
4. very little

Machines of Business

1. adding machine
2. cash register
3. machines of business

Mathematics and Arithmetic

1. actual making of change
2. addition in your head
3. application or use of math

Bookkeeping and Accounting

1. accounting
2. bookkeeping

Table 67

WHAT PERSONAL CHARACTERISTICS, KNOWLEDGE, SKILLS, OR TRAINING HAVE YOU FOUND BEST LEARNED ON THE JOB RATHER THAN IN SCHOOL?

(Questionnaire to Supervisors)

CLASSIFICATION	RANK	NUMBER OF RESPONDENTS*	PERCENT OF RESPONDENTS
Human Relations	1	75	54%
Job or Product Knowledge	2	62	45
Personal Characteristics (excluding human relations)	3	16	12
Communications	4	15	11
Sales and Selling	5	13	9
Marketing	6	11	8
Business Organization, Precedures, and Management	7	8	6
Bookkeeping and Accounting	8	4	3
Machines of Business	8	4	3
Miscellaneous	8	4	3
Math and Arithmetic	11	3	2
No Answer	12	2	1

Note:

Standard error of the percentage has been computed for each item. Human Relations, the highest item, is correct ±8% at the 95% confidence level. The error declines until the lowest item, No Answer, is correct ±2% at the 95% confidence level.

* Sample -- 138

Table 67 (continued)

WHAT PERSONAL CHARACTERISTICS, KNOWLEDGE, SKILLS OR TRAINING HAVE YOU FOUND BEST LEARNED ON THE JOB RATHER THAN IN SCHOOL?

(Questionnaire to Supervisors)

Human Relations

1. ability to deal with people
2. ability to feel at ease with people
3. ability to generate enthusiasm
4. ability to handle personnel and the public
5. ability to inspire confidence
6. ability to lead people
7. ability to supervise
8. ability to take orders (both customer and employer's)
9. ability to work and converse with people
10. all skills of supervision
11. application of psychology - human relations
12. approaching people
13. compatability
14. courtesy
15. customer relations
16. customer service and relations
17. dealing with public and employees (public relations)
18. dealing with the public
19. diplomacy
20. empathy
21. employer-employee relations
22. experience with handling people
23. experience with people
24. getting along with other men
25. getting along with people
26. getting along with people - tactfulness
27. getting cooperation from others on the job
28. getting people to work effectively
29. handling of people
30. how to accept another person's idea
31. human contact and strategy
32. human relations
33. human relations - to talk to people and discover what they want
34. learned to be supervisor and lead
35. management of others
36. meeting customer
37. meeting the public
38. patience and tact
39. public relations - employer, employee, customer
40. relations with employees
41. speaking with people
42. tact

(continued from previous page)

43. understanding people
44. work with people effectively

Job or Product Knowledge (skill or experience)

1. all product and technical knowledge
2. all specific skills relating to the job
3. all technical aspects
4. all technical background knowledge has been learned on the job
5. all job activities
6. all in relation to the job
7. all concerning job
8. all banking procedures
9. anything we do here - supervisor is best teacher
10. being able to make and explain product displays
11. business experience in the hotel field
12. company policy and procedures
13. day-to-day operating problems
14. equipment operation
15. everything about recapping
16. how to perform the job
17. I've learned everything I know about the job
18. insurance and its management
19. job knowledge - photography work
20. job training
21. keeping up with styles
22. knowledge of insurance (job knowledge)
23. meat cutting
24. neatness in handling merchandise - orderliness
25. ordering
26. pecularities of the job
27. practical application of things
28. product care and safety
29. product knowledge
30. radio and television
31. rate making and the field of transportation as it relates to the particular company
32. skills in being a buyer
33. specific company characteristics such as paper flow
34. tax
35. technical aspects of the banking operation
36. technical aspect of the machines and programming (the product knowledge)
37. technical knowledge of job
38. technical knowledge of the business
39. technical product
40. teller - basic functions
41. timing and buying
42. trends in industry

(continued from previous page)

43. unique system of business
44. use of company methods
45. virtually everything about the job

Personal Characteristics (excluding human relations)

1. ability to adapt to any given situation
2. ability to be flexible
3. adjusting to work load
4. being educated to make quick decisions
5. dependability
6. friendliness
7. humility
8. imagination
9. learned to make decisions
10. memorize
11. neatness
12. patience
13. power of concentration
14. punctuality
15. self-reliance
16. sincerity
17. training oneself to organize

Communications

1. ability to express myself
2. ability to listen
3. business communications
4. communication
5. how to talk to people
6. listen more than talk
7. listening and learning from others
8. observing
9. office reports
10. reports
11. talking to people on telephone
12. telephone manners
13. telephone technique
14. use of the telephone

Sales and Selling

1. actual sale (personal selling)
2. actual selling
3. sales techniques
4. salesman aptitude
5. selling
6. selling - salesmanship

(continued from previous page)

Marketing
1. advertising
2. buying and selling of merchandise
3. display
4. display (art and layout)
5. inventory control
6. marketing
7. merchandising

Business Organization, Procedure, and Management
1. administrative training
2. basic business functions
3. paper flow
4. planning
5. planning ahead
6. super planning functions

Bookkeeping and Accounting
1. accounting
2. bookkeeping

Machines of Business
1. adding machine
2. cash register
3. use of cash register

Miscellaneous
1. estimation of future markets
2. experience is the best teacher of everything in general
3. I have learned a lot better on the job
4. I believe every area could be covered in the classroom.

Math and Arithmetic
1. making change
2. math
3. mathematics - percentages

No Answer
1. blank
2. unable to answer

Table 68
Knowledge and Skills

Learning Time

Teachers in high schools and community colleges differed, as well as agreed, on the greatest length of time to teach certain knowledge and skills. For example:

1. High school coordinators considered only 6 of the 62 knowledge and skill items taking more than 25 hours to acquire a general notion of while the community college coordinators limited their choice for the same length of time to 2 items, as shown below:

High School		Community College	
Reading for comprehension (comm)	27.9%	Higher mathematics (math)	32.5%
Basic grammar (comm)	29.2	Accounting (fin. records)	37.0
Statistics (math)	29.6		
Spelling (comm)	32.1		
Reading fast (comm)	37.5		
Higher mathematics (math)	190.0		

2. High school and community college coordinators considered only 4 and 1 respectively of the 62 items taking more than 50 hours to acquire the ability to talk about or understand instructions concerning.

High School		Community College	
Reading for comphrension (comm)	50.6 %	Accounting (fin. records)	76.0 %
Reading fast (comm)	55.0		
Spelling (comm)	67.1		
Higher mathematics (math)	220.0		

Table 68 (continued)

3. Both groups considered only 4 of the 62 items taking more than 75 hours to acquire the ability to apply individually in a given situation:

High School		Community College	
World trade (mkt)	78.4%	Higher mathematics (math)	83.3%
Spelling (comm)	99.9	Cultural development (other)	85.0
Reading fast (comm)	112.5	Spelling (comm)	100.0
Higher mathematics (math)	270.0	Accounting (fin. records)	142.0

Learning Place

The coordinators had the following to say about the place(s) where each of the 62 skills and knowledge items should be taught:

1. Over 50 per cent of the respondents thought certain items are better taught in a classroom--but not in a D. E. classroom:

High School		Community College	
Letter writing (comm)	64.5%	Spelling (comm)	93.3 %
Report writing (comm)	62.9	Penmanship (comm)	93.3
Spelling (comm)	71.7	Punctuation (comm)	86.7
Penmanship (comm)	76.7	Basic grammar (comm)	86.7
Punctuation (comm)	82.0	Reading for comphrension (comm)	80.0
Basic grammar (comm)	78.0	Reading fast (comm)	80.0
Reading for comphrension (comm)	80.3		
Fast reading (comm)	88.1	Basic arithmetic (math)	58.8
		Higher mathematics (math)	87.5
Higher mathematics (math)	93.6	Statistics (math)	81.3
Statistics (math)	74.6		

Table 68 (continued)

High School		Community College	
Bookkeeping (fin. records)	72.1%	Bookkeeping (fin. records)	52.9%
Accounting (fin. records)	81.7	Accounting (fin. records)	56.3
Typewriter (machines)	93.4	Typewriter (machines)	86.7
Dictaphone (machines)	93.3	Dictaphone (machines)	86.7
Calculator (machines)	85.0	Calculator (machines)	86.7
Adding machine (machines)	70.0	Adding machine (machines)	73.3
Knowledge of data processing (other)	67.8	Economic cycles (eco)	52.9
Business law (other)	57.6	Money and banking (eco)	50.0
Cultural Development (other)	88.3	Knowledge of data processing (other)	68.8
		Federal laws and regulations (other)	50.0
		Cultural development (other)	100.0

2. Ten per cent or more of the teacher-coordinators noted that certain items are better learned on the job than in the classroom:

High School		Community College	
Ability to get others to work effectively (h.r.)	13.1%	Person-to-person discussion (comm)	11.8%
Ability to work with others (h.r.)	14.8	Listening and observing (comm)	12.5
Fair treatment of employees (h.r.)	11.9	Use of the telephone (comm)	12.5
Ability to deal with superiors (h.r.)	14.8	Mental arithmetic capability (math)	11.8
		Making change (math)	20.0
		Ability to get others to work effectively (h.r.)	22.2

Table 68 (continued)

High School		Community College	
Stockkeeping and inventory control (mkt)	11.5 %	Ability to work with others (h.r.)	22.2 %
		Fair treatment of minorities (h.r.)	22.2
		Ability to deal with superiors (h.r.)	22.2
		Business etiquette (h.r.)	22.2
Business procedures (bus. organization)	11.5	Salesmanship (mkt)	11.1
Supervision (bus. organization)	10.2	Buying (mkt)	11.8
		Stockkeeping and inventory control (h.r.)	11.8
		Cash register (machines)	25.0
		Weighing or measuring devices (machines)	17.7
		Business locations (eco)	12.5
		Business procedures (bus. organization)	11.1
		Supervision (bus. organization)	11.1

3. At least 93 per cent of all respondents believed that all the 62 skills and knowledge could be taught either in school or on the job. Teachers mentioned only 2 areas that were most difficult to teach in the designated places--fair treatment of minorities (5.1% of high school teachers) and higher mathematics (6.3% of teachers in community colleges and vocational high schools).

4. More high school teacher coordinators taught these skills and knowledge items than did those in mid-management programs. Listed on the following pages are the entries that at least 20 per cent of the respondents considered D. E. subjects but had never taught:

Table 68 (continued)

High School	
Marketing research (mkt)	25.8%
Transportation (mkt)	20.3
World trade (mkt)	33.3
Weighing or measuring devices (machines)	33.9
Forecasting (eco)	30.5
Supervision (bus. organization)	28.8
Labor-management relationships (bus. organization)	25.0

Community College	
Letter writing (comm)	37.5%
Report writing (comm)	31.3
Listening and observing (comm)	31.3
Use of the telephone (comm)	37.5
Making change (math)	20.0
Sales promotion (mkt)	22.2
Fashion trends (mkt)	27.8
Transportation (mkt)	41.2
Stockkeeping and inventory control (mkt)	23.5
Credit (mkt)	29.4
World trade (mkt)	35.3
Bookkeeping (fin. records)	29.4
Reading financial statements (fin. records)	25.0
Accounting (fin. records)	25.0
Adding machine (machines)	26.7
Cash register (machines)	62.5
Weighing or measuring devices (machines)	64.7
Techniques and strategy for setting prices (eco)	41.2
Free enterprise system in general (eco)	35.3
National income (eco)	29.4
Economic cycles (eco)	29.4
Business locations (eco)	25.0
Forecasting (eco)	41.2
Seasonal fluctuations (eco)	42.9

Table 68 (continued)

High School	Community College	
	Money and banking (eco)	35.7%
	Sources of funds for a business (eco)	52.9
	Role of profit (eco)	29.4
	Knowledge of data processing (other)	37.5
	Insurance (other)	41.2
	Local trade laws (other)	43.8
	Business law (other)	35.3
	Federal laws and regulations (other)	25.0
	Unions (other)	35.3

Personal Characteristics

Learning Places

1. In the D. E. Classroom. At least 75 per cent of high school and mid-management coordinators agreed that 52 of the 56 personal characteristics can be taught or developed in the D. E. classroom. The 4 exceptions are stamina, health, vitality, and good physical condition--all part of the health and strength classification. On the other hand, mid-management coordinators felt more certain that the D. E. classroom is one of the places to teach or develop these characteristics, as the following tables illustrate:

High School

Less than 80% of respondents	5 characteristics
80% - 89%	12
90% - 99%	39
100%	0
	56

Mid-Management

Less than 80% of respondents	7 characteristics
80% - 89%	19
90% - 99%	15
100%	15
	56

Table 68 (continued)

Furthermore 50 per cent of both high school and mid-management coordinators checked at least 15 personal characteristics which are best learned or developed in the D. E. classroom. Of these 15, 13 are the same entries for both teacher groups:

High School

Motivation or caring about job
- *Knowing one's goal in life--80.3
- Willingness to do extra assignments--57.6
- *Ambition--52.7

Mental ability
- *Reasoning logically--55.4
- *Quickness to grasp meaning--62.5
- *Ability to analyze--54.4
- Memory--67.1

Work Habits and work behavior
- *Accuracy--55.6

Other
- *Positive attitude--72.2
- *Smile--64.8
- *Handshake--64.1
- *Sincerity--60.4
- *Willingness to take constructive criticism--51.9
- *Appearance--69.1
- *Honesty--58.9

Mid-Management

Motivation or caring about job
- *Knowing one's goal in life--82.3
- Enthusiasm--60.0
- Aggressiveness--53.3
- *Ambition--70.6
- Determination--75.0
- Perseverance--50.0

Mental ability
- *Reasoning logically--70.6
- Imagination--53.0
- *Quickness to grasp meaning--56.2
- *Ability to analyze--56.2

Work Habits and work behavior
- Attention to details--50.0
- *Accuracy--56.2

Other characteristics
- *Positive attitude--68.7
- *Smile--75.0
- *Handshake--71.4
- *Sincerity--50.0
- Manners--78.5
- *Willingness to take constructive criticism--57.1
- *Appearance--86.7
- *Honesty--66.7

Table 68 (continued)

2. In the D. E. Club Program. Although both groups of coordinators considered the D. E. classroom as a better place than the D. E. club program to teach or develop personal characteristics, still the club program held its own. Furthermore mid-management coordinators looked upon the club program more favorably than did the high school group, as the following figures show:

High School		Mid-Management	
25% or less of respondents	3 characteristics	25% or less of respondents	0 characteristics
26% - 50%	4	26% - 50%	5
51% - 75%	40	51% - 75%	10
76% - 100%	9	76% - 100%	41
	56		56

Only about one fourth of the respondents checked 9 personal characteristics as ones best taught in the D. E. club program. But both teacher groups mentioned 7 of these 9 entries:

High School

Motivation or caring about job
    Enthusiasm--27.3
Mental Ability
    Imagination--27.3
Human relations
    *Friendliness--39.3
    *Congeniality--29.8
    *Outgoing (social)--48.2
Leadership
    *Willingness to assume responsibility--50.0
    *Get people to work well--57.6
    *Desire to help others--38.9
    *Ability to organize--53.6

Mid-Management

Human relations
    *Friendliness--35.3
    Ability to talk easily with people--50.0
    *Congeniality--41.2
    *Outgoing (social)--55.6
Leadership
    *Willingness to assume responsibility--68.7
    *Get people to work well--62.5
    *Desire to help others--66.7
    *Ability to organize--56.2
Other
    Initiative--33.3

Table 68 (continued)

3. On the Job. On the job was the closest rival to the D. E. classroom as a place to teach or develop these 56 personal characteristics. The following comparison shows that the mid-management coordinators have an even stronger preference for "on the job" than do the high school group.

	High School	Mid-Management
25% or less of respondents	0 characteristics	0 characteristics
26% - 50%	3	4
51% - 75%	6	3
76% - 99%	47	39
100%	0	10
	56	56

At least 50 per cent of both coordinator groups checked 10 personal characteristics that they believe are best taught or developed on the job; furthermore 8 of these 10 are common for both high school and mid-management coordinators, as starred below:

High School

Motivation or caring about job
    Pride in doing work well--55.0
Mental ability
    *Ability to apply knowledge--69.1
Human relations
    *Ability to get along with people--66.7
Work habits and work behavior
    *Willingness to abide by regulations--55.9
    Attention to details--53.6
    *Willingness to take orders--63.5
Attitude toward job
    *Understanding what work means--58.6
    *Showing interest in job--73.7
    *Application to the task--72.4

Other
    *Safety consciousness--61.8

Mid-Management

Mental ability
    *Ability to apply knowledge--53.3
Human relations
    Tactfulness--56.2
    *Ability to get along with people--70.6
Work habits and work behavior
    *Willing to abide by regulations--60.0
    Willing to work on own--53.3
    *Willing to take orders--68.7
Attitude toward job
    *Understanding what work means--68.7
    *Showing interest in job--62.5
    *Application to the task--56.2
Other
    *Safety consciousness--62.5

Table 68 (continued)

4. *In the Non-D. E. Classroom.* Fifty per cent of both teacher groups checked only 4 personal characteristics which can be taught or developed in a non-D. E. classroom. These 4 are stamina, health, vitality, and good physical condition--all part of health and strength classification. Furthermore these same respondents considered these same 4 entries as best taught or developed in a non-D. E. classroom.

Table 69

HIGH SCHOOL DISTRIBUTIVE EDUCATION TEACHER-COORDINATORS

NUMBER OF RESPONDENTS TO EACH ITEM AND MEAN, STANDARD DEVIATION, MEDIAN*, AND RANGE OF HOURS TO EACH LEVEL

ITEM	A - Acquire general notion (hours)					B - Ability to talk about (hours)					C - Ability to apply on job (hours)				
	RSP.	MEAN	S.D.	MDN.	RANGE	RSP.	MEAN	S.D.	MDN.	RANGE	RSP.	MEAN	S.D.	MDN.	RANGE
Communications															
a. Writing															
1. Letter writing	34	7.2	6.5	5	3-20	27	12.4	9.2	10	5-30	30	17.2	9.7	15	10-36
2. Report writing	27	13.6	13.9	5	3-40	19	22.0	20.4	15	5-60	19	30.3	27.9	20	10-96
3. Spelling	17	20.0	-0.0	20	20-20	9	20.0	-0.0	20	20-20	13	100.0	-0.0	100	100-100
4. Penmanship	14	20.0	-0.0	20	20-20	8	20.0	-0.0	20	20-20	9	50.0	-0.0	50	50-50
5. Punctuation	14	12.5	7.5	20	5-20	10	15.0	10.0	25	5-25	10	40.0	10.0	50	30-50
b. Oral Presentation															
1. Group discussion	46	9.4	10.6	5	2-40	35	15.8	16.5	10	4-60	33	32.3	27.7	20	10-96
2. Prepared talks	50	11.9	11.1	10	2-40	37	22.6	18.5	10	8-60	36	33.3	25.1	30	15-96
3. Person-to-Person discussion	47	9.8	10.6	10	1-40	35	17.5	16.8	15	2-60	34	31.2	25.9	20	5-96
c. Basic Grammar	12	20.0	-0.0	20	20-20	6	22.5	2.5	25	20-25	8	65.0	35.0	100	30-100
d. Listening and Observing	39	7.5	10.2	5	1-30	26	16.2	20.0	10	2-60	25	20.4	17.5	10	2-50
e. Reading															
1. Reading for comprehension	14	5.5	2.9	5	2-10	9	5.7	3.3	5	2-10	10	21.3	12.4	20	5-40
2. Reading fast	6	4.0	1.4	5	2-5	4	5.7	3.3	5	2-10	4	18.8	13.4	20	5-40
f. Use of the telephone	44	1.6	0.5	2	1-2	36	2.5	1.5	2	1-5	37	7.6	7.1	4	2-20
Mathematics															
a. Basic arithmetic (addition, subtraction, division, multiplication)	35	6.5	6.8	5	1-18	27	14.5	12.8	10	2-36	36	25.8	17.9	20	5-50
b. Business arithmetic (discounts, mark-ups, mark-downs)	54	8.6	7.8	5	1-25	42	15.1	12.1	10	2-40	52	26.3	16.2	20	5-60
c. Mental arithmetic capability	39	5.6	7.5	3	1-25	28	11.1	11.4	10	2-40	34	17.8	16.0	15	3-60
d. Making change	51	1.9	1.4	1	1-5	42	2.8	1.3	3	1-55	49	5.7	3.2	5	2-10
e. Higher mathematics (algebra, geometry, trig, calculus)	2	32.5	27.5	60	5-60	2	42.5	37.5	80	5-80	2	83.3	40.3	60	50-140
f. Statistics	7	11.7	6.2	10	5-20	7	20.0	14.7	15	5-40	8	62.0	24.4	50	40-96

Table 69 (continued)

ITEM	A - Acquire general notion (hours)					B - Ability to talk about (hours)					C - Ability to apply on job (hours)				
	RSP.	MEAN	S.D.	MDN.	RANGE	RSP.	MEAN	S.D.	MDN.	RANGE	RSP.	MEAN	S.D.	MDN.	RANGE
Human Relations															
a. Ability to get others to work effectively	40	11.1	6.8	10	2-20	36	21.2	14.9	20	2-60	36	38.5	24.0	35	10-100
b. Ability to work with others	46	9.4	5.6	10	2-20	39	18.0	15.4	15	2-60	41	34.6	23.9	30	5-100
c. Fair treatment of minorities (customers and employees)	38	8.0	5.0	5	2-20	30	14.7	16.0	10	2-60	32	24.6	28.3	20	1-100
d. Ability to deal with superiors	47	7.9	5.8	5	2-20	40	14.3	10.0	12	2-30	39	29.2	18.	20	5-60
e. Business etiquette	49	4.5	2.1	5	1-10	42	8.4	5.0	10	1-20	42	16.5	11.	15	5-50
Marketing															
a. Salesmanship	54	10.6	4.6	10	5-20	44	21.4	15.3	18	5-60	52	39.2	21.	33	15-96
b. Marketing research	35	10.1	5.4	10	2-20	30	21.6	12.3	20	2-50	32	49.6	30.	40	20-120
c. Advertising	54	10.2	5.7	10	3-20	45	23.7	15.2	20	3-60	47	52.3	34.8	50	5-150
d. Sales promotion (display, contests, tradeshows)	50	9.7	5.7	10	1-20	41	22.1	11.7	20	10-50	46	49.8	45.3	40	5-180
e. Inventory records	47	6.3	5.1	5	1-20	37	14.0	12.3	10	5-50	40	23.6	22.6	20	5-96
f. Fashion trends	43	5.6	3.3	5	1-11	32	11.6	8.5	10	1-30	33	19.1	15.4	15	3-50
g. Buying	50	9.3	5.8	10	1-20	40	19.7	13.7	20	3-50	42	41.9	23.9	50	5-100
h. Transportation	41	8.1	6.8	5	1-20	34	16.8	15.1	10	3-50	31	36.0	29.3	30	5-100
i. Stockkeeping and inventory control	47	8.8	6.2	10	1-20	38	19.5	12.8	20	5-50	38	31.4	23.4	30	5-100
j. Credit	49	7.8	5.9	5	2-20	42	17.6	14.2	15	3-50	40	33.6	24.4	30	5-100
k. World trade	27	8.0	5.4	10	2-18	18	21.6	16.7	20	2-50	14	55.9	62.1	50	2-200
l. Channels of distribution	53	11.1	13.9	5	1-57	41	20.1	13.9	20	2-50	39	42.3	30.8	30	5-100
Financial Records															
a. Bookkeeping	11	19.2	13.4	20	5-45	9	40.0	31.2	45	10-90	10	72.5	25.1	65	50-120
b. Reading financial statements	23	6.0	2.5	5	2-10	19	14.3	5.8	15	2-20	19	31.6	28.3	20	5-100
c. Accounting (more than bookkeeping and reading financial statements)	3	37.0	19.4	30	15-60	2	76.0	45.0	80	20-130	3	142.0	34.9	30	100-200

Table 69 (continued)

ITEM	A - Acquire general notion (hours)					B - Ability to talk about (hours)					C - Ability to apply on job (hours)				
	RSP.	MEAN	S.D.	MDN.	RANGE	RSP.	MEAN	S.D.	MDN.	RANGE	RSP.	MEAN	S.D.	MDN.	RANGE
Machines of Business															
a. Typewriter	3	13.7	12.1	10	1-30	3	20.0	10.8	15	10-35	3	55.0	7.1	60	45-60
b. Dictaphone	1	2.0	0.8	2	1-3	1	4.3	0.9	5	5-5	1	13.3	4.7	10	10-20
c. Calculator	4	8.7	5.8	10	1-15	3	13.3	8.5	10	5-25	3	25.0	7.1	30	15-30
d. Adding machine	8	4.7	3.9	3	1-10	7	7.7	5.2	5	3-15	7	15.0	4.1	15	10-20
e. Cash register	45	5.3	3.3	3	3-10	35	9.7	7.4	6	3-20	40	29.3	23.5	25	3-60
f. Weighing or measuring devices	23	6.7	2.4	5	5-10	19	13.3	4.7	10	10-20	22	17.0	8.1	20	5-25
Economics															
a. Techniques and strategy for setting prices	40	5.5	2.4	5	2-10	32	11.4	6.1	10	3-20	29	45.6	29.8	40	18-100
b. Free enterprise system in general	52	4.7	2.6	5	2-10	40	13.4	11.3	10	3-30	30	30.6	18.0	30	3-50
c. National income	37	3.7	3.1	2	1-10	27	8.5	9.9	5	1-30	17	18.2	21.4	10	1-60
d. Economic cycles	39	2.5	1.5	2	1-5	29	5.3	3.8	8	1-10	18	10.3	6.7	10	1-20
e. Business locations	48	5.0	3.1	5	1-10	36	11.0	6.5	10	2-20	27	22.6	10.6	30	6-40
f. Forecasting	27	6.6	3.2	5	1-10	15	11.0	7.1	10	1-20	12	23.1	15.0	30	5-50
g. Seasonal fluctuations	43	4.4	3.3	5	1-10	29	9.3	5.2	10	5-20	24	18.0	13.1	18	5-40
h. Money and banking (banking services and activities, role of money, etc.)	43	4.5	3.2	3	2-10	31	7.3	2.9	10	3-10	24	20.3	13.2	20	3-40
i. Sources of funds for starting and operating a business	44	5.7	4.6	3	2-15	34	12.7	8.1	10	3-25	27	24.7	7.3	30	15-35
j. Role of profit	53	5.0	2.9	5	1-10	39	10.6	7.0	10	1-30	34	24.6	17.8	15	6-60
Other Knowledge															
a. Knowledge of data processing	9	3.5	1.5	5	2-5	4	5.0	-0.0	5	5-5	2	30.0	-0.0	30	30-30
b. Insurance	31	4.0	1.3	5	2-5	21	9.7	9.4	6	2-30	15	30.5	13.4	30	12-50
c. Local trade laws	27	4.4	3.0	3	2-10	21	10.2	7.4	10	2-20	17	19.0	8.5	20	6-30
d. Business law	20	8.0	8.0	2	1-20	16	18.0	17.1	15	2-50	15	49.6	41.3	20	10-100
e. Federal laws and regulations	33	4.7	3.5	3	1-10	26	9.0	9.8	6	2-30	22	22.0	4.7	20	18-30
f. Unions	46	4.2	2.3	5	2-10	34	8.3	6.2	5	2-20	30	18.7	16.0	10	3-50
g. Cultural development (appreciation of literature, art, and music)	6	16.7	9.4	10	10-3	3	40.0	10.0	50	30-50	3	85.0	15.0	100	70-100

Table 69 (continued)

	A - Acquire general notion (hours)					B - Ability to talk about (hours)					C - Ability to apply on job (hours)				
	RSP.	MEAN	S.D.	MDN.	RANGE	RSP.	MEAN	S.D.	MDN.	RANGE	RSP.	MEAN	S.D.	MDN.	RANGE
Business Organization, Procedure and Management															
a. Type of business organization	50	5.6	4.7	5	1-20	39	12.4	8.1	10	3-30	35	34.6	24.9	30	6-100
b. Business procedures (orders, invoices, deliveries, etc.,)	45	4.4	2.3	5	1-10	32	9.9	5.8	10	3-20	31	24.2	12.5	25	5-50
c. Internal organization relationships	39	7.4	5.8	5	1-20	28	12.9	10.0	10	2-35	26	30.1	19.5	30	3-75
d. Supervision	32	7.6	5.1	5	2-20	21	14.9	9.1	15	2-30	19	33.2	12.6	30	18-60
e. Labor-Management relationships	36	8.9	6.7	5	2-20	25	14.4	8.8	20	2-25	19	34.9	15.7	36	3-60

* Rounded to the nearest tenth.

Table 70

COMMUNITY COLLEGE AND VOCATIONAL-TECHNICAL SCHOOL MID-MANAGEMENT TEACHER COORDINATORS
NUMBER OF RESPONDENTS TO EACH ITEM AND MEAN, STANDARD DEVIATION, MEDIAN*, AND RANGE OF HOURS TO EACH LEVEL

	A - Acquire general notion (hours)					B - Ability to talk about (hours)					C - Ability to apply on job (hours)				
ITEM	RSP.	MEAN	S.D.	MDN.	RANGE	RSP.	MEAN	S.D.	MDN.	RANGE	RSP.	MEAN	S.D.	MDN.	RANGE
Communications															
a. Writing															
1. Letter writing	5	7.2	6.5	5	3-20	5	12.4	9.2	10	5-30	5	17.2	9.7	15	10-36
2. Report writing	5	13.6	13.9	5	3-40	5	22.0	20.4	15	5-60	7	30.3	27.9	20	10-96
3. Spelling	1	20.0	-0.0	20	20-20	1	20.0	-0.0	20	20-20	1	100.0	-0.0	100	100-100
4. Penmanship	1	20.0	-0.0	20	20-20	1	20.0	-0.0	20	20-20	1	50.0	-0.0	50	50-50
5. Punctuation	2	12.5	7.5	20	5-20	2	15.0	10.0	25	5-25	2	40.0	10.0	50	30-50
b. Oral Presentation															
1. Group discussion	10	9.4	10.6	5	2-40	9	15.8	16.5	10	4-60	7	32.3	27.7	20	10-96
2. Prepared talks	9	11.9	11.1	10	2-40	7	22.6	18.5	10	8-60	8	33.3	25.1	30	15-96
3. Person-to-Person discussion	10	9.8	10.6	10	1-40	8	17.5	16.8	15	2-60	9	31.2	25.9	20	5-96
c. Basic Grammar	2	20.0	-0.0	20	20-20	2	22.5	2.5	25	20-25	2	65.0	35.0	100	30-100
d. Listening and Observing	6	7.5	10.2	5	1-30	6	16.2	20.0	10	2-60	5	20.4	17.5	10	2-50
e. Reading															
1. Reading for comprehension	4	5.5	2.9	5	2-10	3	5.7	3.3	5	2-10	4	21.3	12.4	20	5-40
2. Reading fast	3	4.0	1.4	5	2-5	3	5.7	3.3	5	2-10	4	18.8	13.4	20	5-40
f. Use of the telephone	5	1.6	0.5	2	1-2	6	2.5	1.5	2	1-5	9	7.6	7.1	4	2-20
Mathematics															
a. Basic arithmetic (addition, subtraction, division, multiplication)	4	6.5	6.8	5	1-18	4	14.5	12.8	10	2-36	6	25.8	17.9	20	5-50
b. Business arithmetic (discounts, mark-ups, mark-downs)	11	8.6	7.8	5	1-25	11	15.1	12.1	10	2-40	14	26.3	16.2	20	5-60
c. Mental arithmetic capability	8	5.6	7.5	3	1-25	8	11.1	11.4	10	2-40	11	17.8	16.0	15	3-60
d. Making change	7	1.9	1.4	1	1-5	6	2.8	1.3	3	1-5	9	5.7	3.2	5	2-10
e. Higher mathematics (algebra, geometry, trig, calculus)	2	32.5	27.5	60	5-60	2	42.5	37.5	80	5-80	3	83.3	40.3	60	50-140
f. Statistics	3	11.7	6.2	10	5-20	3	20.0	14.7	15	5-40	3	62.0	24.4	50	40-96

Table 70 (continued)

ITEM	A - Acquire general notion (hours)					B - Ability to talk about (hours)					C - Ability to apply on job (hours)				
	RSP.	MEAN	S.D.	MDN.	RANGE	RSP.	MEAN	S.D.	MDN.	RANGE	RSP.	MEAN	S.D.	MDN.	RANGE
Human Relations															
a. Ability to get others to work effectively	12	11.1	6.8	10	2-20	13	21.2	14.9	20	2-60	13	38.5	24.0	35	10-100
b. Ability to work with others	12	9.4	5.6	10	2-20	12	18.0	15.4	15	2-60	14	34.6	23.9	30	5-100
c. Fair treatment of minorities (customers and employees)	9	8.0	5.0	5	2-20	10	14.7	16.0	10	2-60	10	24.6	28.3	20	1-100
d. Ability to deal with superiors	13	7.9	5.8	5	2-20	12	14.3	10.0	12	2-30	13	29.2	18.6	20	5-60
e. Business etiquette	13	4.5	2.1	5	1-10	13	8.4	5.0	10	1-20	15	16.5	11.9	15	5-50
Marketing															
a. Salesmanship	13	10.6	4.6	10	5-20	14	21.4	15.3	18	5-60	15	39.2	21.1	33	15-96
b. Marketing research	11	10.1	5.4	10	2-20	13	21.6	12.3	20	2-50	10	49.6	30.9	40	20-120
c. Advertising	13	10.2	5.7	10	3-20	14	23.7	15.2	20	3-60	15	52.3	34.8	50	5-150
d. Sales promotion (display, contests, tradeshows)	11	9.7	5.7	10	1-20	13	22.1	11.7	20	10-50	12	49.8	45.3	40	5-180
e. Inventory records	12	6.3	5.1	5	1-20	12	14.0	12.3	10	5-50	14	23.6	22.6	20	5-96
f. Fashion trends	11	5.6	3.3	5	1-11	11	11.6	8.5	10	1-30	11	19.1	15.4	15	3-50
g. Buying	12	9.3	5.8	10	1-20	13	19.7	13.7	20	3-50	12	41.9	23.9	50	5-100
h. Transportation	8	8.1	6.8	5	1-20	9	16.8	15.1	10	3-50	8	36.0	29.3	30	5-100
i. Stockkeeping and inventory control	11	8.8	6.2	10	1-20	11	19.5	12.8	20	5-50	12	31.4	23.4	30	5-100
j. Credit	10	7.8	5.9	5	2-20	10	17.6	14.2	15	3-50	12	33.6	24.4	30	5-100
k. World trade	6	8.0	5.4	10	2-18	7	21.6	16.7	20	2-50	7	55.9	62.1	50	2-200
l. Channels of distribution	14	11.1	13.9	5	1-57	15	20.1	13.9	20	2-50	15	42.3	30.8	30	5-100
Financial Records															
a. Bookkeeping	6	19.2	13.4	20	5-45	6	40.0	31.2	45	10-90	6	72.5	25.1	65	50-120
b. Reading financial statements	8	6.0	2.5	5	2-10	8	14.3	5.8	15	2-20	8	31.6	28.3	20	5-100
c. Accounting (more than bookkeeping and reading financial statements)	5	37.0	19.4	30	15-60	5	76.0	45.0	80	20-130	5	142.0	34.9	130	100-200

Table 70 (continued)

ITEM	A - Acquire general notion (hours)					B - Ability to talk about (hours)					C - Ability to apply on job (hours)				
	RSP.	MEAN	S.D.	MDN.	RANGE	RSP.	MEAN	S.D.	MDN.	RANGE	RSP.	MEAN	S.D.	MDN.	RANGE
Machines of Business															
a. Typewriter	3	13.7	12.1	10	1-30	3	20.0	10.8	15	10-35	3	55.0	7.1	60	45-60
b. Dictaphone	3	2.0	0.8	2	1-3	3	4.3	0.9	5	3-5	3	13.3	4.7	10	10-20
c. Calculator	3	8.7	5.8	10	1-15	3	13.3	8.5	10	5-25	3	25.0	7.1	30	15-30
d. Adding machine	3	4.7	3.9	3	1-10	3	7.7	5.2	5	3-15	3	15.0	4.1	15	10-20
e. Cash register	3	5.3	3.3	3	3-10	3	9.7	7.4	6	3-20	3	29.3	23.5	25	3-60
f. Weighing or measuring devices	3	6.7	2.4	5	5-10	3	13.3	4.7	10	10-20	5	17.0	8.1	20	5-25
Economics															
a. Techniques and strategy for setting prices	6	5.5	2.4	5	2-10	7	11.4	6.1	10	3-20	5	45.6	29.8	40	18-100
b. Free enterprise system in general	6	4.7	2.6	5	2-10	7	13.4	11.3	10	3-30	5	30.6	18.0	30	3-50
c. National income	6	3.7	3.1	2	1-10	6	8.5	9.9	5	1-30	5	18.2	21.4	10	1-60
d. Economic cycles	4	2.5	1.5	2	1-5	4	5.3	3.8	8	1-10	4	10.3	6.7	10	1-20
e. Business locations	9	5.0	3.1	5	1-10	10	11.0	6.5	10	2-26	10	22.6	10.6	30	6-40
f. Forecasting	7	6.6	3.2	5	1-10	6	11.0	7.1	10	1-20	8	23.1	15.0	30	5-50
g. Seasonal fluctuations	5	4.4	3.3	5	1-10	6	9.3	5.2	10	5-20	6	18.0	13.1	18	5-40
h. Money and banking (banking services and activities, role of money, etc.)	4	4.5	3.2	3	2-10	4	7.3	2.9	10	3-10	4	20.3	13.2	20	3-40
i. Sources of funds for starting and operating a business	7	5.7	4.6	3	2-15	7	12.7	8.1	10	3-25	6	24.7	7.3	30	15-35
j. Role of profit	11	5.0	2.9	5	1-10	12	10.6	7.0	10	1-30	10	24.6	17.8	15	6-60
Other Knowledge															
a. Knowledge of data processing	2	3.5	1.5	5	2-5	2	5.0	-0.0	5	5-5	1	30.0	-0.0	30	30-30
b. Insurance	5	4.0	1.3	5	2-5	6	9.7	9.4	6	2-30	4	30.5	13.4	30	12-50
c. Local trade laws	5	4.4	3.0	3	2-10	6	10.2	7.4	10	2-20	4	19.0	8.5	20	6-30
d. Business law	5	8.0	7.9	2	1-20	6	18.0	17.1	15	2-50	5	49.6	41.3	20	10-100
e. Federal laws and regulations	7	4.7	3.5	3	1-10	6	9.0	9.7	6	2-30	4	22.0	4.7	20	18-30
f. Unions	10	4.2	2.3	5	2-10	9	8.3	6.2	5	2-20	7	18.7	16.0	10	3-50
g. Cultural development (appreciation of literature, art, and music)	3	16.7	9.4	10	10-30	2	40.0	10.0	50	30-50	2	85.0	15.0	100	70-100

Table 70 (continued)

ITEM	A - Acquire general notion (hours)					B - Ability to talk about (hours)					C - Ability to apply on job (hours)				
	RSP.	MEAN	S.D.	MDN.	RANGE	RSP.	MEAN	S.D.	MDN.	RANGE	RSP.	MEAN	S.D.	MDN.	RANGE
Business Organization, Procedure and Management															
a. Type of business organization	13	5.6	4.7	5	1-20	13	12.4	8.1	10	3-30	10	34.6	24.9	30	6-100
b. Business procedures (orders, invoices, deliveries, etc.)	10	4.4	2.3	5	1-10	10	9.9	5.8	10	3-20	11	24.2	12.5	25	5-50
c. Internal organization relationships	14	7.4	5.8	5	1-20	13	12.9	10.0	10	2-35	13	30.1	19.5	30	3-75
d. Supervision	14	7.6	5.1	5	2-20	13	14.9	9.1	15	2-30	13	33.2	12.6	30	18-60
e. Labor-Management relationships	13	8.9	6.7	5	2-20	11	14.4	8.8	20	2-25	10	34.9	15.7	36	3-60

* Rounded to the nearest tenth.

Introduction to Table 71 (on following page)

Comparison of Mean Scores by Responding Group

The table on the following page shows that both employers and their supervisors perceive things in general are more important to supervisors than they are to non-supervisors and that supervisors are better prepared in general than are non-supervisors.

A comparison of Lines 1 and 2 with Lines 3 and 4 shows that the mean importance scores from the semantic differential scales reached about a whole point higher in knowledge and skills items for supervisory jobs than they did for non-supervisory jobs. In addition, the average low scores are also about a point higher. The same is true for personal characteristics as can be seen by a comparison of Lines 9 and 10 with Lines 11 and 12. Although the mean scores are only slightly higher, here again the mean of the low scores is about a point higher. Thus, it seems reasonable to say that both knowledge and skill items and personal characteristics are more important for supervisors than they are for non-supervisors.

The picture for preparation is just as clear with one noteworthy exception. As Line 7 shows, employers consider supervisors to be better prepared than non-supervisors. This is indicated by both the average of the mean scores and by the mean of the low scores. However, supervisors themselves are not nearly as confident about their preparation, and their own mean scores are about on a par with those for non-supervisory positions. Preparation of supervisors in personal characteristics again shows about a one-point difference (comparing Lines 13 and 14).

Table 71
Comparison of Mean Scores

	Line #	Average of Mean Scores on All Items	Mean of High Scores	Mean of Low Scores
KNOWLEDGE AND SKILLS				
Importance				
Employers About Non-Supervisors	1	4.5	8.4	1.8
Non-Supervisors	2	4.8	8.5	1.7
Employers About Supervisors	3	5.9	8.8	2.6
Supervisors	4	5.7	8.6	2.4
Preparation				
Employers About Non-Supervisors	5	5.1	6.9	3.4
Non-Supervisors	6	5.4	7.8	3.2
Employers About Supervisors	7	6.1	7.5	4.8
Supervisors	8	5.3	7.7	2.4
PERSONAL CHARACTERISTICS				
Importance				
Employers About Non-Supervisors	9	7.6	8.8	4.9
Non-Supervisors	10	7.9	8.7	4.5
Employers About Supervisors	11	8.0	8.9	5.9
Supervisors	12	8.0	8.9	5.6
Preparation				
Employers About Non-Supervisors	13	5.7	7.1	5.0
Employers About Supervisors	14	6.9	8.0	6.2

Table 72 Comparison of Large vs. Small Firms
Knowledge and Skills

Item	IMPORTANCE				PREPARATION			
	Employers About Non-Supervisors		Non-Supervisors		Employers About Non-Supervisors		Non-Supervisors	
	Large	Small	Large	Small	Large	Small	Large	Small
Ability to work with others	1	1	1	1	3	4	12	11
Listening and observing	2	3	2	3	11	17	9	6
Ability to deal with superiors	3	2	3	2	2	8	6	15
Person-to-person discussion	4	5	4	4	12	11	21	20
Salesmanship	5	4	8	11	23	39	43	42
Basic arithmetic (adding, subtracting, division, multiplication)	6	6	5	5	7	10	1	1
Fair treatment of minorities (customer and employees)	7	10	9	6	1	1	16	13
Business etiquette	8	11	6	9	5	5	20	24
Basic grammar	9	9	7	8	10	12	2	5
Use of telephone	10	7	10	12	9	3	54	37
Internal organization relationships	11	18	15	20	20	29	40	25
Mental arithmetic ability	12	13	12	10	29	33	4	10
Making change	13	8	17	7	4	2	17	16
Ability to get others to work effectively	14	12	11	17	22	20	28	22
Reading for comprehension	15	16	13	13	14	24	14	2
Penmanship	16	14	18	14	26	30	10	12
Planning	17	21	14	19	39	34	27	27
Group discussion	18	25	20	22	8	13	15	21
Stockkeeping and inventory control	19	17	22	18	40	42	53	36
Spelling	20	15	16	15	18	14	7	4
Business arithmetic (discounts, mark-ups, mark-downs)	21	19	21	16	33	41	13	14
Free enterprise system in general	22	27	25	27	44	38	23	26
Business records (other than accounts)	23	23	19	21	41	6	39	33
Credit	24	26	24	24	46	32	47	41
Adding machine	25	20	29	26	17	7	44	58
Cash register	26	22	36	23	13	37	58	43
Fashion and trends	27	24	27	25	19	23	42	39
Local trade laws	28	35	41	35	42	35	49	34
Federal laws and regulations	29	33	37	41	61	43	45	51

Table 72 Comparison of Large vs. Small Firms (continued)
Knowledge and Skills

Item	IMPORTANCE				PREPARATION			
	Employers About Non-Supervisors		Non-Supervisors		Employers About Non-Superivsors		Non-Supervisors	
	Large	Small	Large	Small	Large	Small	Large	Small
Report writing	30	29	38	43	30	28	31	30
Unions	31	44	34	42	6	48	60	56
Sales promotions (displays, contests, trade shows)	32	24	26	33	36	47	55	38
Seasonal fluctuations	33	36	23	34	43	52	59	50
Punctuation	34	32	28	29	28	26	11	7
Reading fast	35	41	31	30	37	25	18	3
Prepared talks	36	47	43	49	24	45	22	17
Business law	37	39	47	36	59	59	36	40
Cultural development	38	38	49	46	53	15	8	8
Bookkeeping	39	37	30	37	50	21	19	18
Letter writing	40	46	40	45	31	31	25	19
Weighing and measuring devices	41	28	50	28	15	22	37	29
Transportation	42	31	33	32	25	27	61	44
Buying	43	30	32	31	21	40	57	46
Insurance	44	40	45	39	57	53	46	54
Typewriter	45	42	52	48	16	16	5	9
Money and banking	46	45	39	38	49	50	33	45
Forecasting	47	51	42	47	45	60	51	55
Advertising	48	49	35	44	35	54	50	57
Marketing research	49	54	46	55	55	46	56	48
Economic cycles	50	52	48	50	48	55	35	28
National income	51	50	55	57	51	18	32	52
Techniques and strategy for setting prices	52	43	44	51	34	49	41	49
Business locations	53	48	51	40	37	51	38	59
Calculator	54	61	59	61	56	19	48	61
Statistics	55	58	53	53	37	57	29	23
Sources of funds for starting and operating a business	56	53	56	54	60	56	24	60
Knowledge of data processing	57	60	60	60	62	58	52	47
Reading financial statements	58	57	54	52	52	9	34	31
World trade	59	55	57	56	47	62	30	32
Accounting	60	56	58	58	38	61	26	53
Higher Mathematics	61	59	61	59	54	44	3	35
Dictaphone	62	62	62	62	58	36	62	62

Table 73 Comparison of Large vs. Small Firms
Personal Characteristics

Characteristics	IMPORTANCE				PREPARATION	
	Employers About Non-Supervisors		Non-Supervisors		Employers About Non-Supervisors	
	Large	Small	Large	Small	Large	Small
Honesty	1	1	2	1	1	1
Dependability	2	2	1	2	3	8
Loyalty	3	4	6	5	7	3
Pride in doing work well	4	10	3	4	18	11
Attention to detail	5	12	8	11	23	20
Willing to abide by regulations	6	3	18	10	5	6
Initiative	7	9	7	17	28	29
Ability to take constructive criticism	8	11	15	15	12	14
Sincerity	9	16	11	8	12	16
Enthusiasm	10	15	17	20	25	21
Tactfulness	11	8	20	21	24	26
Ability to apply knowledge	12	14	13	6	17	22
Willing to do routine work	13	6	12	12	4	2
Friendliness	14	5	4	3	10	12
Manners	15	17	9	9	9	7
Willing to assume responsibility	16	13	5	7	22	18
Positive attitude	17	22	19	19	11	10
Smile	18	7	21	14	6	9
Appearance	19	19	24	23	16	25
Adaptability	20	18	22	22	26	28
Reasoning logically	21	20	14	18	21	13
Self-confidence	22	21	10	16	20	18
Quickness to grasp meaning	23	23	23	24	14	15
Willingness to do extra assignments	24	24	16	13	2	5
Stamina	25	25	25	25	27	19
Imagination and creativity	26	27	27	28	29	27
Knowing one's goal in life	27	28	26	27	8	4
Safety consciousness	28	26	28	26	19	23
Hand shake	29	29	29	29	15	24

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RELATIVE IMPORTANCE AND PREPARATION FOR DISTRIBUTIVE EDUCATION SUBJECT AREAS
Knowledge, skills, and personal characteristics most important for supervisors and non-supervisors in marketing and distribution jobs, preparation of the labor force in these areas, and the length of time and best place to teach them. Vol. I

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IDENTIFIERS Human Relations, Job Knowledge, Personal Characteristics, Mathematics Communications, Salesmanship, Internal Organization Relations and Planning.

ABSTRACT

This study supplies educators with basic information needed to devise improved instructional programs for career training in distribution and marketing. Its objectives were to discover: 1. personal characteristics, knowledge, and skills that employees on the operating level should have to perform effectively on the job; 2. the number of classroom hours needed to teach each item; and 3. the place that each item could be taught most effectively. The study accomplished its objectives through 2 surveys; one consisted of personal interviews with a sample of 250 business firms in the State of Washington; the other was a mail questionnaire to all the distributive education teacher-coordinators in Washington high schools and community colleges. The businessmen indicated those characteristics and subject areas which are most important and in which there is the most need for additional preparation. The coordinators made judgments regarding the number of classroom hours needed to teach or develop those same items and regarding the place where they should be taught. The study discovered that job knowledge, human relations, selected personal characteristics, communications, mathematics, salesmanship, internal organizational relations and planning are the most important and are in need of additional preparation. It recommends that distributive education programs include these items in their curriculum and that cooperative employment programs be continued.